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13. SUPPLEMENTARY NOTES

14. ABSTRACT *(Maximum 200 words)*:

This research explored the feasibility and desirability of extending the time field-grade officers spend in battalions as either XO or S3 (and, thus, as part of a command team) from 12 to 24 months. A combination of surveys and interviews with brigade-, battalion-, and company-level leaders from seven "stabilized" battalions (i.e., XO, S3, CDR, and CSM serving together 24 months) and seven similar "non-stabilized" battalions was conducted. The relationships between extended tenure of battalion staff and measures of individual and unit performance, cohesion, communication, and command climate were investigated. Results showed that stabilization of battalion staff was not possible to maintain in a majority of the cases (six of the seven units). Although improvements in leadership skills and abilities were associated with longer command team tenure, the results are those of a preliminary investigation and not intended for generalization to the Army-at-large.

15. SUBJECT TERMS

Battalion staff	Command team	Performance
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ARI Research Note 2001-07

The Effects of Battalion Staff Stabilization on Individual and Unit Performance: A Preliminary Investigation

Sharon D. Ardison, D. Bruce Bell, Ronald B. Tiggle, and Lynn M. Milan
U.S. Army Research Institute

R. Craig Bullis
Center for Army Leadership

Dennis R. Bourne, Jr. and Wayne E. Evans
Howard University
Consortium Research Fellows Program

Selection and Assignment Research Unit
Michael G. Rumsey, Chief

February 2001

U.S. Army Research Institute
for the Behavioral and Social Sciences

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FOREWORD

This report describes the results of an assessment of the *feasibility* and *desirability* of extending the time that field-grade officers spend in battalions as either the XO or the S3 (and, thus, as part of a command team) from 12 to 24 months. In light of the fact that longer tenure has been associated with individual skill acquisition and team-building, the Army's Chief of Staff directed ARI to investigate the matter further. In order to explore the issue, two sets of research questions were posed: (1) Were the leaders able to serve the full term in their assigned positions within the command team? If not, why were they unable? and (2) Did increased command team tenure improve individual and/or unit performance? Did it affect cohesion or work relations?

Seven battalions (3 FORSCOM, 2 TRADOC, and 2 USAREUR) were originally selected for 24-month stabilization of key battalion staff positions (CDR, CSM, and XO [plus S3 in TO&E units]). Matched, non-stabilized battalions at each location were selected as controls. Survey and interview data were collected from battalion, brigade, and company levels over the two-year period.

Due to organizational and personnel impediments, none of the battalions started stabilization on schedule, and only one maintained stabilization throughout the investigation. Findings revealed that increased time together as a battalion command team was associated with higher ratings of leadership skills and abilities. However, because of the case-study nature, results are not intended for generalization to the Army-at-large.

The findings were briefed to Deputy Chief of Staff for Personnel (January 19, 2000) and Commanding General, PERSCOM (January 14, 2000).

Zita M. Simutis
Technical Director

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ACKNOWLEDGMENTS

THE EFFECTS OF BATTALION STAFF STABILIZATION ON INDIVIDUAL AND UNIT PERFORMANCE: A PRELIMINARY INVESTIGATION

EXECUTIVE SUMMARY

Research Requirements:

The Chief of Staff of the Army requested that The U. S. Army Research Institute for the Behavioral and Social Sciences (ARI) conduct an analysis of the feasibility and desirability of having field grade officers serve a longer time on battalion staff and, thus, longer together as the command team. The specific positions considered for extended tenure were Executive Officer (XO) and, in the non-training units, the Operational Officer (S3). The extension was to be from an average of 12 months to 24 months. The ARI analyses were to focus on the impacts of such extensions on performance of the individual, the team, and the unit.

Procedure:

The research was designed to contrast the attitudes and opinions of pairs of similar units (i.e., units that were the same type and, for the most part, were at the same location and reported to the same brigade headquarters): a "stabilized" unit (where the command group served together for 24 months) and a "contrast" unit (where the staff turned over at the normal Army rate). Units were considered to be "stabilized" as long as all battalion command team members (i.e., the Commander, Command Sergeant Major, Executive Officer and, for non-training units, the Operations Officer) continued to serve in the same position in the same unit for the designated time. Seven paired battalions (3 FORSCOM, 2 TRADOC, and 2 USAREUR) were selected for the investigation.

Surveys and interviews were conducted at four equal intervals over the 24-month period. They investigated the relationship between stabilization of battalion staff and individual and unit performance, cohesion, communication, and command climate. Both the surveys and interviews explored what was happening in the battalion's command team from the perspectives of the brigade headquarters (the supervisors), the command group (the peers), and the company leadership which they oversaw (the subordinates).

Findings:

Feasibility. None of the command groups for the seven designated "stabilized" units started serving together as a team at the planned start date for the investigation. One "stabilized" unit from FORSCOM never achieved stabilization and therefore was dropped from the review. In fact, at the end of the 24-month inquiry, only one (a TRADOC unit) of the original seven command teams was still together (i.e., "stabilized").

Desirability. The conclusions that can be drawn are rather limited given the small number of units involved, the fact that almost all of the units broke stabilization, and the

problems encountered in getting the units to participate in a timely manner (consequences of the real-world missions these units were directed to accomplish during this period).

For the units where data could be collected (two FORSCOM and two TRADOC), there were no differences between stabilized and non-stabilized battalions. However, analyses of surveys showed that increased time together as a battalion command team, regardless of stabilization status, was associated with higher ratings of leadership within the command team. Most of these ratings were command team members' assessments of XOs, S3s, and CDRs in FORSCOM units.

In addition, there was general agreement among leaders we interviewed that battalion stabilization could have a definite effect. It could improve family life by reducing PCS moves, and improve the performance of battalions by enhancing command team's communication, job commitment, and job performance. However, respondents also identified potential drawbacks, such as staff burnout, stagnation of ideas, and decreased performance and satisfaction if personality conflicts emerged within the command team.

Utilization of Findings:

Implications of a practical nature can be formulated from this research. First, due to movement of personnel (transfer, promotion, retirement, etc.), stabilizing battalion staff is laden with potential organizational and personnel policy difficulties. With increasing OPTEMPO and PERSTEMPO, the difficulties are magnified and feasibility of implementation at an Army-wide level further questioned. Second, although findings reveal a benefit in extended tenure for leader development of battalion staff, the exploratory nature and small sample size of the inquiry limit generalization to the Army at-large. These results were shared with Army leaders during briefings to the CG of PERSCOM and the DCSPER on 14 January 2000 and 19 January 2000, respectively. A copy of the briefing is shown in Appendix F.

THE EFFECTS OF BATTALION STAFF STABILIZATION ON INDIVIDUAL AND UNIT PERFORMANCE: A PRELIMINARY INVESTIGATION

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Introduction

The ability of Army battalions to accomplish their wartime missions is largely dependent upon the skills and teamwork of the key battalion staff. Having individuals serve in the same job for an extended period of time enhances their job skills. Having staff members serve together in the same battalion for an extended period helps to build teamwork. In recognition of the fact that both the battalions and Army leaders benefit from relatively long tenures in the battalion, the Army requires that the battalion commander serve a two-year term. The other key leader (the battalion command sergeant major) is not required to serve for a fixed interval but, by tradition, normally serves for a three-year period. However, the other key staff positions which are considered to be sufficiently important that they are staffed by field-grade officers (i.e., the Battalion Executive Officer [XO] and, in operational units, the Battalion Operations Officer [S3]) are usually staffed by the same individual for a shorter period, usually only 12 months.

Such short tenure in the XO and S3 positions is the Army norm for the following reasons. The recent downsizing of the Army has resulted in a reduction of the number of battalion staff positions available. The long queue of majors waiting for those positions means that very few individuals get to stay beyond the minimal 12-month tour. Thus, by policy, the Army mandates "branch qualification" (a career step that all field-grade officers must accomplish to remain in the Army) to be only a 12-month stay as a battalion XO or S3.

With the advent of the Army's new personnel management system (i.e., Officer Personnel Management System XXI), XOs and S3s may have the opportunity to serve longer, especially in operational units. The possibility for this extended tenure is the result of OPMS XXI policy that permits only 40% of the force to be in the "operational branch," thus opening up more time in position for XOs and S3s of line battalions.

At the direction of the Army's Chief of Staff, a research project was started in June 1997, to explore the **feasibility** and **desirability** of extending the time that field-grade officers spend in battalions (especially line battalions) and with their command teams as either the XO or the S3 from 12 to 24 months.

To explore these issues two sets of research questions were addressed. (1) The first set of questions inquired about the feasibility of stabilizing command teams (i.e., CDR, CSM, XO and, in some units, S3). In other words, were the leaders able to serve the full-term in their assigned positions with the command team? If not, why were they unable? (2) The second set examined the desirability of keeping individuals longer in the same job and, thus, maintaining intact teams. Specifically, does increased tenure improve individual and/or unit performance? Does it affect cohesion or work relations? Details of the methodology and the research findings are described in the sections that follow.

Method

Overview

To assess the effects of stabilizing battalion command groups for 24 months, a quasi-experimental design was contrived in which the staffs of seven battalions were to remain in place for 24 months while those of seven "matched" battalions were allowed to fluctuate as usual. The effects of stabilization were to be assessed using questionnaires and interviews that measured such qualities as job motivation, team effectiveness, and leadership ability. To explore different perspectives on the consequences of stabilization, survey and interview data were to be gathered from the "stabilized" and "non-stabilized" battalion command groups, their parent brigades, and their companies/batteries. To explore the impact of stabilization over a 24-month period, four phased data collections were planned, with the last one scheduled to occur after the stabilized teams had departed (see "Procedure" toward the end of the Method section). Though this research was designed following a quasi-experimental structure, it is more appropriately defined as a case-study, due to the small number of units investigated.

Participants

Units.

Seven battalions were originally selected for stabilization of key battalion staff positions. In each "stabilized" unit, the CDR, XO, and CSM (plus the S3 in TO&E units) were to serve together for 24 months. All units were selected by the DCSPER staff to reflect a range of battalion types, including a cross-section from CONUS and OCONUS and from TRADOC, FORSCOM, and USAREUR. For each stabilized battalion, a matched "non-stabilized" battalion was selected by ARI as a control unit. All seven battalion pairings consisted of a stabilized and a non-stabilized unit of the same general type (e.g., AV, IN). In six of the seven pairs, the two battalions were from the same division and brigade. The exception was two OCONUS battalions that were from different divisions. To maintain the anonymity of the units participating in this research, stabilized units are identified in this report as FORSCOM-1, FORSCOM-2, TRADOC-1, TRADOC-2, USAREUR-1, and USAREUR-2. Non-stabilized units are referred to as FORSCOM-3, FORSCOM-4, TRADOC-3, TRADOC-4, USAREUR-3, and USAREUR-4.

Individuals.

Data were collected from the following individuals:

Battalion. From each of the paired battalions, seven battalion-level leaders (CDR, XO, S3, CSM, S1, S2, and S4) were asked to judge, along several dimensions, the probable effects of stabilizing a battalion in the manner indicated.

Brigade. At the brigade level, four leaders (CDR, XO, S3, and CSM) were asked to comment on and evaluate the performance of that brigade's participating battalions.

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Company. At the company level, two leaders from each company within the participating battalions (CDR and 1SGT) were asked to judge, along several dimensions, the probable effects of stabilizing a battalion in the manner indicated.

Data Collection Instruments

Two types of instruments, namely questionnaires and interviews, were developed for this investigation.

Self-administered questionnaires.

Battalion-level leaders. This questionnaire was administered to battalion-level leaders (CDR, XO, S3, CSM, S1, S2, and S4) in each of the participating battalions. It contains questions on background information of the individual, as well as items to measure unit cohesion, communication, climate, performance, etc. It also includes items from the "360-Degree Leader Assessment" instrument developed by the Center for Army Leadership (CAL)[1] to investigate the leadership skills and behaviors of the command team. A copy of the Battalion-level Survey is shown in Appendix A-1.

Brigade-level leaders. This questionnaire was administered to brigade-level leaders (CDR, XO, S3, and CSM) and, in addition to requesting individual background information, asks them to rate each of their participating battalions (i.e., stabilized and non-stabilized) using the 360-Degree Leader Assessment instrument developed by CAL. A copy of the Brigade-level Survey is shown in Appendix A-2.

Company-level leaders. This questionnaire was administered to company-level leaders (CDRs and their 1SGs) in the participating battalions. It is nearly identical to the battalion-level instrument, differing only in the following respect: Wording is varied in several items to make them appropriate for the level of the soldier responding (that is, company vs. battalion). A copy of the Company-level Survey is shown in Appendix A-3.

Interview guides.

Interview guides were developed at the beginning of the inquiry and used for Phases 1, 2, and 3. For Phase 4, the guides were revised to include questions about the transitioning of new individuals into the key battalion staff positions.

Battalion-level leaders. In each participating battalion the leaders (CDR, XO, S3, CSM, S1, S2, S4) were individually interviewed. They were asked questions designed to obtain their judgments of the probable effects of stabilization on several variables of interest (unit cohesion, battalion performance, retention, their own jobs, etc.) and to elicit their opinions of the major

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[1] CAL developed this instrument for use in assessing leadership capabilities in recent appointees to leadership positions. The "360-degree" designation or title comes from the fact that the instrument asks individuals who are occupationally related to the specified "assessees" in one of four possible ways (supervisor, subordinate, peer, or the "assessees" themselves) for assessments of these individuals with respect to their leadership capabilities.

pros and cons of stabilization. The Battalion-level Interview Guide for Phases 1-3 is shown in Appendix B-1; the guide for Phase 4 appears in Appendix B-3.

Brigade-level leaders. These interview guides include questions designed to obtain (among other things) individual judgments from the brigade staff (CDR, XO, S3, and CSM) of the performance of their stabilized and/or non-stabilized battalions, and the considerations that influenced their judgments. The Brigade-level Interview Guide used in Phases 1-3 is shown in Appendix B-2; the guide for Phase 4 is presented in Appendix B-4.

Company-level leaders. These guides include questions designed to obtain judgments from groups of company-level leaders (CDRs and their 1SGs) of the probable effects of stabilization in participating battalions using the same types of variables that the battalion leaders were asked to consider. The guide for Phases 1-3 is similar to the Battalion-level Guide (refer to Appendix B-1); the Company-level Interview Guide for Phase 4 appears in Appendix B-5.

Supplemental questionnaires.

A supplemental questionnaire was developed after Phase 1 of interviews with leaders in order to allow for quantifying ideas that repeatedly emerged in those conversations. Battalion, brigade, and company-level respondents completed identical questionnaires during Phase 2 and Phase 3 of data collection. A copy of this instrument is shown in Appendix C-1.

A second page was added to the supplemental questionnaire prior to Phase 4, to collect information about the individual's experience during the transitioning of battalion command positions. Battalion-level respondents completed questionnaires similar to, but more detailed than, those completed by brigade/company-level respondents. Both versions of this instrument appear in Appendix C-2.

Measures

Self-administered questionnaires.

The scales (with their associated individual items[2]) found in the battalion, company, and brigade self-administered questionnaires that were used to measure the variables of interest for this investigation are identified below.

The battalion questionnaire contains all of the individual items and the scales. The company questionnaire contains the same items and scales, but with a different point of reference. The brigade questionnaire contains only the 360-Degree Leadership Assessment tool. The following is a list of scales with their associated items:

Communication. Organizational communication was measured using a five-item scale with a Cronbach alpha of .72. Items contained in the scale assessed the effectiveness of meetings and information flow between organizational echelons. Respondents rated the items on a 5-point

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[2] The items came primarily from previous surveys and/or were developed by the research team.

Likert scale from strongly agree to strongly disagree. This scale was composed of items 1a to 1e in the Battalion-level Survey located at Appendix A-1.

Team Effectiveness. Three items related to the battalion's team effectiveness. These items included questions about the leaders' agreement on their work priorities; the ability of the battalion to perform its primary mission; and the ability of the battalion to solve any problem it encountered. The reliability of the three-item scale was .72. Respondents rated the items on a 5-point Likert scale from strongly agree to strongly disagree. This scale consisted of items 1f to 1h in the Battalion Survey located at Appendix A-1.

Unit Pride. The two-item unit pride scale measured soldiers' pride in their battalion and their belief that soldiers play an important part in accomplishing the unit's mission. The index was based on the Siebold Unit Pride Scale (Phelps & Farr, 1996, p. 245). The reliability of the two-item index was .59. This scale was made up of items 1i to 1j in the Battalion Survey located at Appendix A-1.

Combat Confidence. The two-item combat confidence scale assessed soldiers' confidence in their units' combat skills. The measure had been previously used in DA pamphlet 600-69 as part of a unit climate survey. The reliability of the two-item index was .93. This scale was composed of items 1k to 1l in the Battalion Survey located at Appendix A-1.

Learning Climate. The seven-item learning climate scale assessed the battalion's learning atmosphere. Some of the items asked if the respondents were given a lot of responsibility in their work; if they were helped to learn from their mistakes; if leaders had confidence in their soldiers, etc. The scale was previously used by Siebold in an investigation of Multinational Force and Observers (MFO) (Phelps & Farr, 1996, p. 243). The reliability of the seven-item index was .87. This scale included items 2a to 2g in the Battalion Survey located at Appendix A-1.

Army Values. The seven-item values scale assessed the extent to which senior leaders encouraged the Army core values. The reliability of the seven-item scale was .95. This scale consisted of items 3a to 3g in the Battalion Survey located at Appendix A-1.

Quality of Training. The two-item quality of training scale assessed leader development and collective training at the battalion level. The measure had been previously used in DA pamphlet 600-69 as part of a unit climate survey. The reliability of the two-item index was .57. This scale included items 4e and 4f in the Battalion Survey located at Appendix A-1.

Unit Training. This four-item scale assessed battalion physical training, MOS training, common task training and equipment maintenance training. The reliability of the four-item scale was .71. This scale was made up of items 4a to 4d in the Battalion Survey located at Appendix A-1.

Leadership Cohesion. The four-item leadership cohesion scale assessed how well the command group worked together as a team. The measure was previously used by Siebold in the

MFO research (Phelps & Farr, 1996, p. 243). The reliability of the four-item scale was .93. This scale was composed of items 6a to 6d in the Battalion Survey located at Appendix A-1.

Command Group Coordination. This is a new three-item scale that assessed the battalion command group's ability to coordinate with the brigade. The reliability of the three-item scale was .83. This scale consisted of items 6e to 6g in the Battalion Survey located at Appendix A-1.

Vertical Influence. The six-item vertical influence scale assessed the battalion command group's ability to influence the brigade's attitude toward and decisions about them. It assessed the battalion command group's reputation, rapport with the brigade, and ability to get resources from the brigade. The scale was adapted from the Upward Influence scale previously used by Mael (1989). The reliability of the three-item scale was .87. This scale included items 8a to 8f in the Battalion Survey located at Appendix A-1.

Affective Commitment to the Military. This four-item scale is based on previous work by Meyer and Allen (1984; Allen & Meyer, 1990). The scale assesses the emotional attachment a respondent feels for the military. A slightly reduced version of the original affective commitment scale is used in this investigation. The reliability of the four-item scale was .82. This scale was composed of items 11d, e, i, and j in the Battalion Survey located at Appendix A-1.

Affective Commitment to the Battalion. The three-item scale was modified to assess affective commitment to the battalion. The reliability of the three-item scale was .88. This scale consisted of items 11q, r, and s in the Battalion Survey located at Appendix A-1.

Continuance Commitment. This four-item scale is also based on previous work by Myer and Allen. It assesses the cost to the person of leaving the military. The reduced four-item scale used in this research originally contained eight items. The reliability of the four-item scale was .88. This scale included items 11f, g, h, and k in the Battalion Survey located at Appendix A-1.

Job Motivation. The five-item job motivation scale was adapted from the work of Siebold (Phelps & Farr, 1996). It assessed soldiers work ethic by evaluating their willingness to perform extra duties; willingness to do a good job; feelings of involvement in the job; looking forward to the start of the work day; and feelings about how well things worked in the battalion/brigade. The reliability of the five-item scale was .78. This scale was composed of items 14a to 14e in the Battalion Survey located at Appendix A-1.

Morale. The two-item morale scale assessed morale by asking respondents about their current level of morale and the current level of the battalion's morale. Reliability for the morale index was .74. This scale was made up of items 16a and 16b in the Battalion Survey located at Appendix A-1.

Leadership Style. Fifty-three items adapted from the Multifactor Leadership Questionnaire (Bass & Avolio, 1991) comprise nine scales describing the leadership style of the command group. The scales are as follows: Idealized Attributes (e.g., respect, trust, faith), Idealized Behaviors (i.e., living one's ideals), Inspirational Motivation (inspiring others),

Intellectual Stimulation (stimulating others), Individual Consideration (coaching and developing others), Contingent Transactions (setting expectations, goals, and rewards), Management-by-Exception – Active (correcting others), Management-by-Exception – Passive (If it ain't broken, don't fix it), and Laissez-Faire (hands-off). Respondents rated the items on a 5-point scale ranging from "not at all" to "frequently, if not always," indicating how often the command team does each item. The reliability estimates of the scales range from .77 to .93 (with the exception of the scale measuring Management-by-Exception – Active). The scales were composed of items from 9a through 9aaa in the Battalion Survey located at Appendix A-1. (For a description of each scale, see Appendix D.)

360-Degree Leadership Assessment. These items were adapted from the Azimuth leader assessment instrument developed by ARI and the Center for Army Leadership (CAL). Each member of the battalion command group (CDR, XO, S3 , and CSM) was rated on a number of variables to assess his/her leadership skills and leadership behaviors. These variables addressed skills in the following areas: technical, people, tactical, conceptual, communication, decision-making, motivating, developing, building, learning, planning, organizing, executing, and assessing. These scales were composed of items 10a to10m in the Battalion Survey located at Appendix A-1.

Supplemental questionnaires.

Prior to Phase 2 of data collection, supplemental questionnaires were developed to be used as an addendum to the original self-administered questionnaires. The supplement contained 15 items that elicited soldiers' opinions on the effects of battalion stabilization, addressing such issues as job factors (e.g., job performance, work relations, and job satisfaction), personality considerations, family concerns, battalion consistency, and implementation procedures. For Phase 4, items were added to the supplemental questionnaires to address issues related to the manner in which command team members were transitioned into the unit.

Interview guides.

In addition to individual and unit demographics, the interview guides were designed to obtain opinions from battalion, brigade, and company levels regarding battalion stabilization. The questions posed to each respondent addressed the following: pros and cons of "hypothetical" battalion stabilization; the manner of implementing stabilization and suggested ways of transitioning new individuals into the unit; and potential effects of stabilization on the individual, the unit, and the Army.

Procedure

To assess the evolving effects of stabilization over a 24-month period and to identify the impact of a stabilized command group on the individual and the unit, four phased data collections were planned, as follows:

Phase 1: May 1998   11 months after stabilization began

Phase 2: November 1998   17 months after stabilization began

Phase 3: May 1999   23 months after stabilization began

Phase 4: October 1999   28 months after stabilization began, at which time stabilized teams would have been replaced

During each data collection, interviews were conducted and questionnaires completed by battalion, brigade, and company command staff.

Analyses

The original data analysis plan included comparison of **self-administered questionnaire** outcome measures across Phases 1, 2, 3, and 4 to identify any stabilization effects. Phase 1 was to be contrasted with Phase 3 to identify trends that might support stabilization. Phase 4 was collected to document changes in battalion climate as a result of the assignment of a new battalion command group after the stabilized group had departed. For this purpose, Phase 3 was to be contrasted with Phase 4. In addition, our plan was to examine differences in attitude and behavior by echelon (that is, brigade, battalion, and company) to see if there was any variation by level. Any differences in responses by TO&E and TDA would also be noted.

Because the **supplemental questionnaire** was developed after Phase 1 of the interviews, the data were to be compared between Phases 2 and 3. Phase 4 information was collected to identify transitioning process and procedures.

Interview data were to be qualitatively examined for differences across the four phases of data collection and across echelons. The interview sessions were designed to supplement the quantitative data from the self-administered questionnaires by adding explanations and identifying other relevant issues.

Limitations of the Investigation

The investigation presented various limitations. One limitation was the very small sample size (i.e., the small number of units involved). Another limitation of the research was the number of other variables that were not controlled. For instance, because members of the battalion command groups were not randomly assigned to the stabilized and non-stabilized conditions, there was no way to estimate the probability that any observed effects were due to stabilization and not to something else, like one's prior experience. The same held true for factors such as personality or style of the commander. In fact, in some cases when stabilized groups were rated more positively than non-stabilized groups on certain variables, interviewees specifically told us that the difference was due to some characteristic of the leader and not due to stabilization.

Another significant, though unavoidable, limitation was the investigation's inability to control the scheduling of deployments. Because of operational deployments in the battalions, we were not always able to collect data at the planned times, if at all. As a consequence, certain battalions (i.e., OCONUS) had to be dropped from final quantitative data analysis.

Lastly, the inability to control personnel movement presented challenges. For various reasons (e.g., transfer, retirement, promotion, training, etc.), battalion staff members were unable to continue in their positions and, therefore, stabilization was broken in many cases.

Findings

Battalion Stabilization: Is It Achievable?

The first order of business in the investigation was to track the "stabilized" battalions for adherence to the research design. Because of indications of flux (OPTEMPO, PERSTEMPO, staffing changes, etc.) in the units, we were concerned about their sticking to the time schedule for data collection and the possibility of their prematurely breaking stabilization. We found early in the inquiry that adherence to the original design proved a major obstacle. The schedule of data collection could not be maintained, and by the end of the 24-month period, nearly all of the designated units had broken stabilization.

Tracking the Breakdown of Stabilization

Battalion stabilization was scheduled to begin in June 1997, but it wasn't until January 1998 that all six of the participating battalions became stabilized (see Figure 1). The seventh battalion that was to participate was unable to stabilize its positions due to other commitments, so it (and its matched non-stabilized battalion) had to be dropped from the research.

In addition to the late start, early in the investigation units began to break from the 24-month stabilization guideline (see Table 1). The first was FORSCOM-2, which broke stabilization in April 1998 (after being stabilized for 4 months) when the battalion CSM became the brigade CSM. The two USAREUR units broke stabilization in June 1998. USAREUR-2 broke stabilization after 9 months by replacing the XO. USAREUR-1 broke after 11 months when the XO was re-assigned to work on a MACOM staff, the S3 was moved to the XO position, and a new S3 arrived. In October 1998 (after 9 months), FORSCOM-1 broke stabilization when the battalion CSM retired. And finally, in April 1999, TRADOC-2 broke off entirely from the investigation (after 20 months) because their units were disbanded to make barracks available for incoming troops.

In sum, stabilization was broken in six of the seven units that were designated to be stabilized for 24 months in this research. Because stabilization was not maintained for the designated 24-month duration, we needed to re-examine how to test for possible effects of length of time battalion command teams remained together. This required the development of a new time measure and the design of a new plan for data analysis.

Figure 1. Status of Stabilized Units throughout the Investigation

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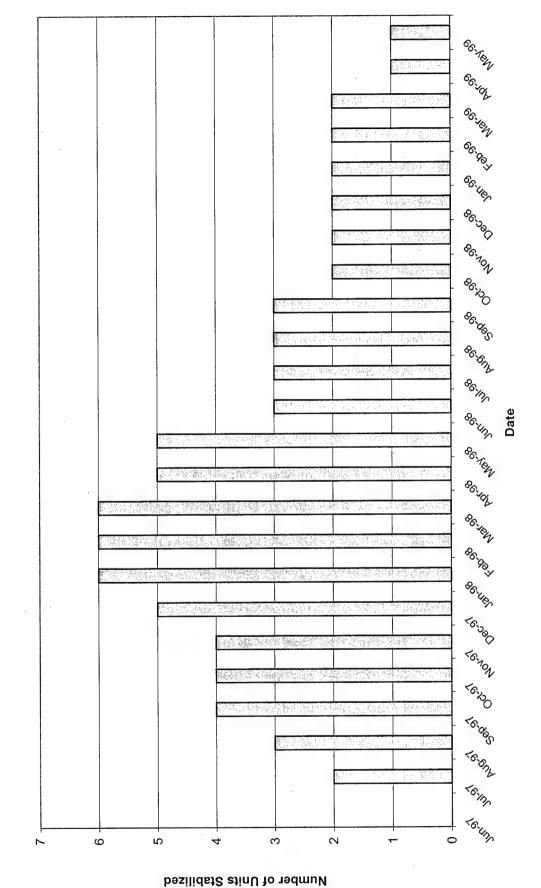
Table 1.
When and Why "Stabilized" Battalions Destabilized

Stabilized Installations	When Destabilized	Months Stabilized	Reason for Destabilizing
TRADOC-0 (non-participating)	Never stabilized	0	—
FORSCOM-2	4/98	4	BN CSM became BDE CSM (BRIGADE CDR decision)
USAREUR-2	6/98	9	XO DA selectee for training with industry (DA, DMPM approved)
USAREUR-1	6/98	11	XO transferred to a MACOM (DA, DMPM approved)
FORSCOM-1	10/98	9	CSM retired
TRADOC-2	4/99	20	Units disbanded for incoming troops
TRADOC-1 * *only unit stabilized for 24 month period)	6/99	24	CDR & XO left

Developing a New Time Metric for Stabilization

Obviously, the stabilized and non-stabilized experimental design would not work because only one unit remained stabilized throughout the investigation. Hence, we decided to analyze the battalions based on a new time metric: the length of time a command team (CDR, CSM, XO, and S3) stayed together. This was calculated as the number of months between the latest start date and the earliest end date for team members. The new time measure for each TRADOC and FORSCOM installation is presented in Table 2.

To calculate this measure, we focused exclusively on Phase 3, the phase with the potential for command teams having the longest time together. Because data could not be collected from the USAREUR units during Phase 3 (due to troop deployments), they were dropped from our quantitative analysis.

An examination of this time metric shows variation by type of unit. The stabilized TRADOC units spent considerably more time together as a complete command team than did the stabilized FORSCOM units (21.5 months versus 10.5 months). Likewise, the non-stabilized TRADOC units had more command team time together than did non-stabilized FORSCOM units (8.5 months versus 6.0 months). The indication is that there is a greater likelihood for

stabilization to be implemented according to plan or to occur naturally in a TRADOC setting than in a FORSCOM environment.

Table 2.
Average Number of Months Command Team Members Were Together As a Team at Each TRADOC and FORSCOM Installation during Phase 3 of Data Collection

Unit	Installation	Months Together As Team
TRADOC		
Stabilized	TRADOC-1	23
	TRADOC-2	20
Non-stabilized	TRADOC-3	12
	TRADOC-4	5
FORSCOM		
Stabilized	FORSCOM-1	11
	FORSCOM-2	10
Non-stabilized	FORSCOM-3	7
	FORSCOM-4	5

What Are the Benefits of Stabilization? Is It Useful?

We used the newly created time variable (time spent together as a command team) to further analyze the effects of stabilization on the unit and individual. The unit and individual outcome measures we explored included metrics of performance, cohesion, communication, command climate and officer career development.

Using bivariate correlation analysis (namely, Pearson product-moment correlation coefficients), we examined the relationship of the time that battalion staff members spent together as a team with individual and unit outcome measures. We hypothesized that team longevity would be positively correlated with such measures as cohesion, communication, and performance. We also postulated that greater time together would lead to higher individual and unit performance and better command climate. A correlation matrix of the results is presented in Table 3.

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Table 3.
Significant Correlations between Time Together as a Command Team and Leadership Ratings of FORSCOM and TRADOC Battalion Command Team Members

Rating Scales of Leadership Skills and Behaviors	Time Together as a Command Team			
	FORSCOM			TRADOC
	CDR	XO	S3	CDR
Brigade-level Ratings (*n*=8)*				
People-skills			.79	
Battalion-level Ratings (*n*=14*/19**)				
Decision-making	.62	.65	.55	
People-skills	.64		.68	
Motivating	.61	.64	.72	.50
Communicating	.54			
Developing subordinates	.54	.54		
Building teams				.50
Executing plans and missions		.61		.46
Planning and organizing		.58		
Assessing one's unit		.73		
Tactical skills		.77		
Technical skills			.62	
Company-level Ratings (*n*=14)*				
Executing plans and missions			.53	
Building teams			.53	

*FORSCOM
**TRADOC

Although these findings are statistically significant, one must keep in mind the size of the sample in this exploratory investigation ($N = 14$). Therefore, we emphasize that these quantitative results are only those of a pilot investigation and not intended to be generalized to the population at large.

Benefits of Extended Tenure: Development of Leadership Skills and Abilities

After computing correlations on all the measures and scales defined in the method section, we found that only the 360-degree leadership assessment items were correlated with the new time variable. Moreover, the significant relationships for the XO and S3 appeared in the FORSCOM units only. As shown in Table 3, the longer that their teams were together, the higher the XOs and S3s were rated on their motivating (i.e., supporting, inspiring and affirming others) and decision-making (i.e., making sound decisions and generating solutions) abilities by the battalion command team. With reference to XOs only, the longer their team was together, the higher they were rated by the battalion command team on tactical skills, assessing their units' strengths and weaknesses, developing plans to achieve organization goals, executing plans and completing assigned missions, and developing (e.g., teaching and counseling) their subordinates. Distinct to the S3s, the longer their team was together, the higher the battalion command team rated them on people-skills and technical skills.

Likewise, findings from evaluations at brigade level suggested that the command teams' staying together longer led to improvements in S3s' people skills, namely, interpersonal relations. As viewed by company level, the longer the tenure of the S3s' command team, the higher they were rated on executing plans and missions to standard and on building cohesive teams.

For the battalion commanders within FORSCOM and TRADOC units, leadership attributes (mostly personal dynamics) emerged as significantly related to time together when evaluated by battalion-level respondents. The longer their teams remained together, the higher FORSCOM CDRs were rated on certain personal dynamic items (such as motivating, communicating, and people skills), as well as decision-making. For TRADOC CDRs, the benefit of longer time together with the command team was higher evaluations on other personal dynamic items (such as team building and motivating), as well as executing plans.

As the only statistically significant correlations to emerge from analysis of the questionnaire data, these findings suggest that the greatest benefit of increased team tenure for both the FORSCOM XOs and S3s, and for FORSCOM and TRADOC CDRs, was the development or improvement of leadership skills and abilities. Different dimensions of leadership appeared, relevant to the different requirements of each position. With reference to the XO position, findings revealed that increased time led to improvements in their performance and cognitive abilities (e.g., unit assessment, tactical planning, and execution of mission). For the S3s and CDRs, improvements were seen mainly in personal dynamics (e.g., people skills, motivating soldiers and team building).

What Individuals Think the Advantages of Battalion Stabilization Would Be for the Individual, the Unit, and the Army Overall

Using interviews and supplemental questionnaires, we investigated the "hypothetical" situation of battalion stabilization. We asked individuals at battalion, company, and brigade levels questions such as: What would you say to having stabilization happen in your unit, or Army-wide? Would it work? Do you think it is a beneficial thing to do? Are there any drawbacks? Would you want to be a part of this plan? How should it be implemented? Should all key individuals assume their positions at the same time? Should their arrival to the unit be at staggered time intervals? Should there be an overlap between incoming and outgoing position holders?

We further investigated whether views toward battalion stabilization would vary by level, rank or position. For example, do battalions see the situation differently from brigades or companies? Do current or prior XOs or S3s have greater insight and, therefore, different attitudes because of being in or having been in those positions? Is this issue something that mainly affects MAJs or do other ranks (e.g., LTCs, COLs, CPTs, or CSMs) have stock in the decision or outcome? Is the attitude of FORSCOM different from that of TRADOC? How does USAREUR evaluate the situation? These are some of the dimensions and aspects of stabilization that were explored.

Soldier Opinions Regarding Stabilization

First, using the supplemental questionnaires, we investigated soldier opinions regarding the effects of battalion stabilization on various aspects related to the leader, the battalion and the Army environment in general. Individuals were asked to rate their level of agreement or disagreement with 15 statements (refer to Supplemental Questionnaire in Appendix C-1.) Although there was similarity across units and levels in response to several items, there were some distinctions. Table 4 below presents statements for which there was agreement by a majority (2/3 or greater) of the respondents in FORSCOM units. (For results from TRADOC respondents, see Appendix E).

Within both FORSCOM and TRADOC units, and across battalion, brigade and company levels, respondents agreed with the statement: "Stabilization helps families by reducing PCS moves." In the interview sessions comments supported this finding. Soldiers stated that stabilization helps by keeping families in one place longer and offers them more comfort in knowing where they will be and for how long. In addition, soldiers commented that the Army would save money because of less frequent PCS moves.

Within FORSCOM units at all levels, soldiers saw battalion stabilization as beneficial in terms of fostering greater consistency, implementation, and commitment. Respondents agreed with the statements: (1) "There is greater consistency in battalion SOPs and philosophy," (2) "AAR recommendations are more likely to be implemented in stabilized battalions," and (3) "Stabilization fosters job commitment rather than 'ticket-punching.'" In open discussions respondents stated that longer time together would foster continuity of behavior and a more

predictable work environment. As involvement with team members increased, familiarity with individuals and jobs would increase. And, the teams that developed would cultivate trust and commitment among their members. Respondents stated that, especially within TO&E units, stabilization would also allow more time for the implementation of new ideas and follow-through on lessons learned from various training exercises.

An interesting finding that surfaced only at battalion level related to the impediments created by personality conflicts. A majority from both FORSCOM and TRADOC units agreed with the statement that with extended time in unit morale might suffer because of inescapable personality conflicts. In qualitative comments, respondents identified personality clashes, poor team dynamics and inferior individual performance as obstacles to deal with, especially in long-term positions. In fact, they stated that personalities of the command group were more important factors than the length of stabilization itself. They considered the strengths of the battalions to be largely attributed to the qualities of leadership and the unique characteristics and experiences of the individuals within the unit. Because of their direct day-to-day interpersonal involvement with staff, battalion level may be more able to see the evidence of personality conflicts and its impact on morale.

From the brigade perspective, longer tenure was seen as beneficial in terms of job factors, namely, job performance, general work relations, and job satisfaction. Within the FORSCOM units, battalion stabilization was viewed as improving the command team communication and their attitudes toward and behaviors on the job. Soldier comments supported the idea of stabilization aiding in team building and fostering cohesion. They explained that in coming together as a group, team rapport and trust is cultivated among members. In addition, with more time to learn the job and get to know the staff, individual and unit performance improves.

At the FORSCOM company level, we see the same job factors being identified by the respondents. Interview comments also supported their belief of battalion stabilization as fostering better team functioning, performance and satisfaction. In addition, the majority of company respondents did not see the potential for negative effects from stabilization. They disagreed with the statements: (1) "Longer job tenure results in fewer new ideas" and (2) "Stabilization leads to stagnation and staff burnout." Possibly because of their distance from direct exposure to the effects of stabilization, the company respondents could not see the potential pitfalls.

As with the survey findings, the results from the supplemental questionnaires must be considered with caution due to the small number of respondents from each echelon.

Table 4.
Supplemental Questionnaire Items on Which A Majority (67% or more) of the FORSCOM Respondents Held Similar Opinions

Supplemental Questionnaire Item	Respondent's Level	Agree %	Neutral %	Disagree %
Stabilization helps families by reducing PCS moves	BN *	79	14	7
	BDE **	100	0	0
	CO ***	67	33	0
There is greater consistency in BN SOPs & philosophy	BN	79	7	14
	BDE	100	0	0
	CO	100	0	0
AAR (CTCs and other evaluations) recommendations are more likely to be implemented in stabilized BNs	BN	71	29	0
	BDE	80	20	0
	CO	93	0	7
Stabilization fosters job commitment rather than "ticket-punching"	BN	71	7	21
	BDE	100	0	0
	CO	87	7	7
Morale suffers because of inescapable personality conflicts	BN	79	14	7
Longer tenure improves job performance	BDE	100	0	0
	CO	93	7	0
Communications & working relationships within the command team is improved	BDE	100	0	0
	CO	80	13	7
Longer service in XO and S3 positions increases job satisfaction of the individuals in those positions	BDE	80	20	0
	CO	67	20	13
Longer job tenure results in fewer new ideas (fresh blood)	CO	0	20	80
Stabilization leads to stagnation and staff burnout	CO	0	27	73

*   BN (n=14)
** BDE (n=5)
*** CO (n=15)

Overall Pros and Cons of Stabilization

Although a wide range of responses was represented in the interview data, the opinions did not vary across time, unit, or level. After reviewing comments from Phase 3 data, we compared them with those of Phases 1, 2 and 4. No differences were found across time. Next, we explored responses from FORSCOM units and compared them to TRADOC and USAREUR units. Again, comments were very much alike across units. And last, respondents from battalion, brigade and company levels addressed similar issues although the perspective varied by the amount of exposure each level had to the situation. The potential benefits and pitfalls of battalion stabilization as identified by our respondents are presented below.

A number of our respondents stated that stabilization could be a good thing. The following are some examples of their comments.

Pros

It would allow more time to learn the job, the style of the individual members, and how to function as a team. As a result, individual and team performance could improve.

More experience and skill development as Majors would result in better commanders.

Longer tenure would allow more time for implementation and follow-through with lessons learned from earlier AARs and CTC rotations.

Stabilization could be viewed as a career enhancement by giving Majors an extra ticket-punch at branch-qualifying positions.

Longer time together means less time spent training new officers and adapting to new leaders and changing SOPs. This translates into more time available for planning, mentoring, and training in the field.

Stabilization adds regularity and consistency to one's environment. A more predictable work environment can lead to less stress and higher job performance.

More time together provides more opportunity to learn brigade, as well as battalion, policies.

Increased team building and improved communication foster a greater sense of trust and cohesion.

Fewer PCS moves could lead to better soldier and family morale and, thus, improve retention.

Conversely, some respondents addressed potential problems with stabilization. Their comments are reflected below.

Cons

Stabilization may be difficult, if not impossible, to implement Army-wide. Factors, such as frequency of deployments, would need to be reckoned with. In USAREUR units especially, OPTEMPO would have to be controlled, which probably is not possible. A change (such as holding certain positions constant) in one part of the system affects the Army as a whole.

Twenty-four months is too long for an XO or S3 to serve in these positions. It could lead to stagnation or boredom for some officers, coupled with fewer fresh ideas and new perspectives coming into the battalion. For others, it could lead to burnout and higher stress, depending on the pace associated with the job.

Stabilization could have negative results for officers having to stay too long with the "wrong" team. If you were unfortunate enough to get a poor commander or unproductive team member, it could mean too much time in a bad situation.

The situation has potential to create a "have" and "have-not" environment, where some reap the benefits while others suffer. Because there would be fewer opportunities to become branch-qualified in an operational unit, officers may end up leaving the Army.

Too long in one position means officers would lack training and experience in a variety of positions, thus, resulting in commanders who are less flexible and adaptive. Therefore, the Army's effectiveness could be reduced because leaders would be less cross-trained and, hence, less qualified.

Some respondents saw no effect from stabilization or noted other factors as being more important. These are identified below.

No Effect or Other Factors

Unit effects depend more on the personalities of the command group than on the duration of time together. Individual skills and competencies and quality of leadership are the main contributors to unit cohesion, communication and performance.

If OPTEMPO is high, stabilization will be difficult to maintain. In TO&E units, especially, there will be a problem with frequent deployments. Therefore, the real issue is whether it is possible to maintain stabilization in the current OPTEMPO environment.

Personnel transfers, promotions, and retirements will affect battalion stabilization. These actions cannot be restricted for the sake of stabilization.

The intensity of the interaction needs to be considered. When leaders come together for CTC exercises, they quickly bond as a team to maximize group performance. This short-term behavior can prove as beneficial, or more so, than long-term day-to-day interactions.

Stabilization appears to be less of an issue in TRADOC units because the environment is more structured than in FORSCOM. XO functions in TDA units are not as dynamic or intense, therefore stabilization is not as critical for this position.

OPMS XXI might change the situation. When OPMS XXI is implemented, it may markedly reduce the number of Majors on the Operational track. Then this stabilization plan could be implemented more easily and completely.

For officers who have been in for 12 years, this will have no effect on retention. They have already made their decision to stay. Officers' decisions to stay or leave are based on numerous reasons, many of which are more important than stabilization.

The effect of stabilization depends on whether its application is rigidly enforced. If it is, stabilization may work. If its application is not rigid and systematic, stabilization may benefit the individual but not the organization.

Overall, it won't make much difference. In the real world, things are always changing. You don't know what situation you will be expected to react to, so having to adapt is how you operate anyway.

Method of Stabilization

Rather than transferring all command team members at once, staggering the arrival of officers into a unit appeared to be the method of choice. Suggestions for the manner in which the staggering should occur varied by individuals. Some saw the XO and S3 transferring in alternate years. Others saw the commander and XO transferring together and the S3 and CSM transferring together in the alternate year. Still others recommended a two-year tour of combined S3 and XO experience. That is, one year the officer would serve as S3 and the next year as XO within the same battalion.

Respondents identified benefits from staggering, namely, retention of institutional knowledge within the battalion, maintenance of consistency within the command group, and less disruption for the troops. Transfer of knowledge would be smoother if one command team member remained in position to transfer information to other replacement command team members. Moreover, the level of unit functioning would remain more constant, and the unit would experience fewer disruptions.

In addition to staggering the arrivals and departures of different battalion staff members, overlap in each position was identified as necessary. Otherwise, respondents felt that command teams would end up with untrained replacements and/or officers playing dual roles.

Implications

The purpose of this research was to explore the feasibility and desirability of extending the time that field-grade officers would spend in battalion command teams as either the XO or the S3. As a means of exploring this issue, two sets of questions were posed using questionnaires and interviews. The first set addressed the aspect of feasibility of extending battalion staff tours; the second set addressed the desirability of stabilization by looking at benefits for the individual, the command team, and/or the unit.

Feasibility

Our initial research design was to be an experimental application to test for the effects of stabilization. Early in the investigation, all designated "stabilized" battalions, except one, broke with the stabilization design and, therefore, the experimental application was abandoned. The reasons for breaking stabilization were many and varied, including the transfer, promotion, or retirement of battalion staff members during this time period. Regardless of the reason, the main point is that stabilization could not be maintained for the duration defined in the investigation. This finding yielded an unanticipated yet very important discovery, that is, that stabilization of battalion staff is a challenging undertaking. The implication of proposing the implementation of this plan Army-wide is that it may meet with similar obstacles as were encountered in the pilot investigation. With increasing frequency of deployments and personnel transitions, such a plan may prove difficult, if not impossible. Comments from respondents in interview sessions supported this notion. They questioned whether stabilization could be maintained, especially in units with high OPTEMPO.

Desirability

In order to explore the issue of the desirability of battalion stabilization, a new time measure (i.e., time with command team) was created and its relationships with outcome measures (e.g., performance, communication, and cohesion) were investigated. We found that the longer individuals served together as a command team, the higher they were rated on certain leadership skills and abilities. These findings were mainly self-evaluations by the battalion staff itself. For the S3s in FORSCOM units, the staff saw more time related to higher ratings on decision-making, technical, and people skills. Brigade- and company-level respondents saw benefits to the development of people skills and team building with greater time together. For the XOs in FORSCOM units, more time with command team meant higher battalion ratings in the areas of assessing, planning, executing, decision-making, and tactical skills. The implication is that more time may benefit S3s in dealing with troops (namely, in interpersonal skills and team building) and XOs in dealing with daily operations (namely, assessing, planning, executing). For CDRs in both FORSCOM and TRADOC units, more time together as a command team meant improvements in interpersonal dynamics.

When asked their opinions about the proposed "hypothetical" battalion stabilization, leaders identified pros and cons. They saw it reducing PCS moves for the soldier and family, decreasing stress, improving morale, and saving the Army money. The benefit of greater unit consistency and higher likelihood for implementation of recommendations yields a more

predictable environment and broader learning experiences. Respondents saw a positive influence on job performance, work relations, and job satisfaction, as well as a potential negative influence on unit climate if personality conflicts arose. Stagnation and boredom were a consideration, as well as burnout and high stress, especially in high OPTEMPO units. Some foresaw a reduction in the variety of positions officers could hold, thus, resulting in less adaptable, versatile future commanders. Still others envisioned limited opportunities for Majors with the decreased number of branch-qualifying positions available.

The practical implications of this research are as follows. First, stabilizing XOs and S3s within battalion staff for 24 months has potential organizational and personnel policy difficulties. With increasing OPTEMPO and PERSTEMPO, the difficulties are magnified and feasibility questioned. Second, results reveal a connection between time together as a command team and development of or improvement in battalion staff members' leadership skills and abilities (mainly interpersonal and unit operations). Although benefits are gained from increased time, the duration of that time is not clear. Twenty-four months may not be the magic number, but the exact number is still open for investigation. And third, opinions from respondents indicate that stabilization can have both positive and negative consequences for the individual, the unit, and the Army. Although it may increase predictability and opportunities for implementation of lessons learned, it has the potential to heighten burnout or stagnation, depending on the environment. The potential benefits as well as the shortcomings need to be considered when evaluating the desirability of an Army-wide plan.

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Appendices A-1 through A-3

Self-administered Questionnaires

Please note: Appendices A-1, A-2, and A-3 present battalion, brigade, and company-level surveys administered to FORSCOM respondents. The corresponding TRADOC surveys were similar, except for the omission of references to the S3 position.

Appendix A-1

Battalion-Level Survey

Form FORSCOM

BATTALION OPERATIONS SURVEY

November 1998

FORM FORSCOM
Battalion

Instructions

Purpose: This questionnaire was designed by the U.S. Army Research Institute to obtain information on the battalion functions of key unit personnel.

USES: All information collected in this questionnaire is confidential. It will be used for research designed to inform program and policy decision-making.

PRIVACY: Under no circumstances will any information that identifies individuals be released to anyone. If you are providing ratings about someone else, your input will be absolutely confidential. No one outside the research team will have access to individual data. Although we ask you to identify your duty position and rank, the purpose in doing so is to learn more about the way leaders in different positions perceive each other. Your answers will be combined with answers from many others and used to show how different groups perceive the functions of key personnel in the battalion.

Your participation in this Survey is voluntary, and you will not be penalized should you decide not to respond. You may skip any questions to which you object, but please answer questions honestly. Your answers are very important because they represent many other individuals like yourself.

AUTHORITY: Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purpose and uses to be made of the information collected. The Department of the Army may collect the information requested in this survey under the authority of 10 United States Code, Section 2358.

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ●   INCORRECT: ⊘⊠◒◓

1. **Indicate your agreement or disagreement with the following statements <u>about your battalion.</u>**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree
a. In my battalion, the meetings I attend accomplish their objectives.	○	○	○	○	○
b. I get all the information I need about what is going on in other elements of my battalion.	○	○	○	○	○
c. Information that comes <u>up to me from company level</u> though formal channels is almost always <u>clear</u>.	○	○	○	○	○
d. The information that comes <u>up from company level</u> through formal channels is almost always <u>accurate</u>.	○	○	○	○	○
e. My battalion is willing to try new or improved methods of doing things.	○	○	○	○	○
f. Leaders in my battalion are in agreement about their work priorities.	○	○	○	○	○
g. My battalion is capable of performing its primary mission right now.	○	○	○	○	○
h. My battalion can solve almost any problem it encounters.	○	○	○	○	○
i. The soldiers in my battalion believe they play an important part in accomplishing the mission.	○	○	○	○	○
j. Soldiers are proud to be in my battalion.	○	○	○	○	○
k. If I had to go into combat, I would feel good about going with my battalion.	○	○	○	○	○
l. I would trust my life to the combat skills of the soldiers in my battalion.	○	○	○	○	○

2. In my battalion:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree
a. I am given a lot of responsibility in my work.	○	○	○	○	○
b. I am encouraged to do things on my own even if I sometimes make mistakes.	○	○	○	○	○
c. I get feedback from my leaders on how well I am doing.	○	○	○	○	○
d. The emphasis is on getting things right, and not just on looking good.	○	○	○	○	○
e. I am helped to learn from my mistake.	○	○	○	○	○
f. The leaders have confidence their soldiers will do their jobs right.	○	○	○	○	○
g. I am provided with guidance and direction when assigned new duties.	○	○	○	○	○

3. **To what extent do senior leaders in this battalion encourage the following Army values:**

	Very Great Extent	Great Extent	Moderate Extent	Slight Extent	Not at All	No Basis to Judge
a. Loyalty	○	○	○	○	○	○
b. Duty	○	○	○	○	○	○
c. Respect	○	○	○	○	○	○
d. Selfless service	○	○	○	○	○	○
e. Honor	○	○	○	○	○	○
f. Integrity	○	○	○	○	○	○
g. Personal courage	○	○	○	○	○	○

4. **Indicate how you rate each of the following types of training in your battalion.**

	Extremely Helpful	Very Helpful	Moderately Helpful	Slightly Helpful	Not helpful at all	Not Received
a. Physical Training (PT)	○	○	○	○	○	○
b. MOS Training	○	○	○	○	○	○
c. Common Task Training (CTT)	○	○	○	○	○	○
d. Equipment Maintenance Training	○	○	○	○	○	○
e. Leader development	○	○	○	○	○	○
f. Collective training	○	○	○	○	○	○

5. **Describe how well prepared your battalion is to perform its wartime mission?**

○ Very well prepared
○ Well prepared
○ Moderately prepared
○ Not well prepared
○ Not at all prepared

MY BATTALION COMMAND GROUP

This section asks about leaders in the following battalion-level positions: CDR, XO, S-3 and CSM. These four individuals are referred to in this questionnaire as the **battalion command group.**

Please mark below how well you think the **Command Group** in your battalion has been functioning.

6. **The members of my battalion command group (Cdr, XO, S-3 and CSM):**

   Columns: Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know

   a. work well together as a team... ○ ○ ○ ○ ○ ○
   b. pull together to get the job done................................... ○ ○ ○ ○ ○ ○
   c. really care about each other.. ○ ○ ○ ○ ○ ○
   d. trust each other.. ○ ○ ○ ○ ○ ○
   e. get along well with brigade headquarters...................... ○ ○ ○ ○ ○ ○
   f. keep the battalion in good standing with the brigade
      headquarters.. ○ ○ ○ ○ ○ ○
   g. get what they want (e.g., resources) from their brigade................ ○ ○ ○ ○ ○ ○

7. **Listed below are some activities on which your battalion command group might find itself spending more time than when you first joined the battalion and other activities on which it might find itself spending less time now.**

   Columns: More time / Same amount of time / Less time

   a. Revising established unit SOPs....................................... ○ ○ ○
   b. Observing company events.. ○ ○ ○
   c. Interacting with "outside agencies" that affect the welfare
      or productivity of the battalion....................................... ○ ○ ○
   d. Engaging in "fire fights" generated by outside taskings................. ○ ○ ○
   e. Planning for upcoming complex training exercises or
      other large-unit events.. ○ ○ ○
   f. Solving recurring problems... ○ ○ ○
   g. Training its members... ○ ○ ○
   h. "Staffing" problems that arise from the companies...................... ○ ○ ○
   i. Trying to understand what the commander wants done................. ○ ○ ○
   j. Working mainly inside the headquarters building....................... ○ ○ ○

8. My battalion command group (Bn CDR, XO, S-3, CSM):

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
a. Performs effectively	○	○	○	○	○	○
b. Is known as a high-performing group	○	○	○	○	○	○
c. Can solve any problem it encounters	○	○	○	○	○	○
d. Gets along well with its brigade headquarters	○	○	○	○	○	○
e. Keeps the battalion in good standing with the brigade headquarters	○	○	○	○	○	
f. Gets what it needs (e.g. resources) from its brigade	○	○	○	○	○	○

9. For the questions below, indicate how often you think the members of your command group (BN CDR, XO, S3, and CSM) do the following things:

	not at all	once in a while	sometimes	fairly often	frequently if not always
a. set high standards	○	○	○	○	○
b. are proud to be associated with each other	○	○	○	○	○
c. allow performance to fall below minimum standards before trying to make improvements	○	○	○	○	○
d. emphasize the importance of being committed to the battalion's beliefs	○	○	○	○	○
e. focus attention on mistakes, exceptions, and deviations from standards	○	○	○	○	○
f. avoid getting into arguments	○	○	○	○	○
g. clearly communicate what each member needs to do to complete assignments	○	○	○	○	○
h. emphasize the value of questioning each other's ways to solve problems	○	○	○	○	○
i. avoid dealing with problems	○	○	○	○	○
j. listen to each other's concerns	○	○	○	○	○
k. delay taking action until problem becomes serious	○	○	○	○	○
l. go beyond their own self-interests for the good of the battalion	○	○	○	○	○
m. closely monitor each other's performance for errors	○	○	○	○	○
n. display conviction in the Army's ethics and values	○	○	○	○	○
o. work out agreements about what's expected of each other.	○	○	○	○	○

	not at all	once in a while	sometimes	fairly often	frequently if not always
p. generate exciting future possibilities...............................	○	○	○	○	○
q. motivate each other to do more than they thought they could do..	○	○	○	○	○
r. encourage each other to rethink ideas............................	○	○	○	○	○
s. fail to follow-up requests for assistance from each other..........	○	○	○	○	○
t. focus on developing each other's capabilities.....................	○	○	○	○	○
u. talk about what we've done wrong but not what we've done right..	○	○	○	○	○
v. display extraordinary talent and competence....................	○	○	○	○	○
w. spend time dealing with immediate cerises.....................	○	○	○	○	○
x. clarify the core reasons for our existence and purpose as an Army..	○	○	○	○	○
y. provide each other with assistance in exchange for each member's effort...	○	○	○	○	○
z. talk optimistically about the future...............................	○	○	○	○	○
aa. heighten our motivation to succeed...............................	○	○	○	○	○
bb. try to find better ways to do things................................	○	○	○	○	○
cc. avoid making decisions...	○	○	○	○	○
dd. spend time teaching and coaching each other.................	○	○	○	○	○
ee. wait until things have gone wrong before taking action............	○	○	○	○	○
ff. behave in ways that build respect for one another....................	○	○	○	○	○
gg. track each other's mistakes..	○	○	○	○	○
hh. talk about how trusting each other can help overcome our difficulties...	○	○	○	○	○
ii. discuss the level of performance they expect from each other.	○	○	○	○	○
jj. talk enthusiastically about how the Battalion achieves its mission...	○	○	○	○	○
kk. encourage each other to do more than they expected they could do..	○	○	○	○	○
ll. seek a broad range of views when solving problems.................	○	○	○	○	○
mm. delay responding to urgent requests from each other..............	○	○	○	○	○
nn. treat each other as individuals with different needs, abilities, and aspirations...	○	○	○	○	○

	not at all	once in a while	sometimes	fairly often	frequently if not always
oo. show that they are firm believers in "If it ain't broke, don't fix it."	○	○	○	○	○
pp. display confidence in each other....................................	○	○	○	○	○
qq. direct attention toward failure to meet standards........................	○	○	○	○	○
rr. emphasize the importance of having a collective sense of mission..	○	○	○	○	○
ss. recognize member and/or battalion accomplishments................	○	○	○	○	○
tt. provide each other with a positive view of the future..	○	○	○	○	○
uu. look at problems from many different angles...	○	○	○	○	○
vv. help each other learn new skills...	○	○	○	○	○
ww. have confidence in each other..	○	○	○	○	○
xx. expect us to be a high performance battalion.............................	○	○	○	○	○
yy. can solve problems they encounter...	○	○	○	○	○
zz. can face unexpected problems and handle them.........................	○	○	○	○	○
aaa. work hard to fulfill the battalion's responsibilities.....................	○	○	○	○	○

10. This section asks you to provide your honest ratings of the effectiveness of the members of your command group in "leadership skill" and "leader behavior" areas.

- Please compare the members of your command group to others that you have known in similar command or staff positions.
- If you have not worked with the individual(s) listed below enough to form an opinion of their performance, please mark (Don't Know).
- If you are a member of the command group, the answer you provide for your position will be treated as a "self-assessment".

a. Handling the **technical-skills** parts of the job (fully understands the capabilities and limitations of equipment in the unit; demonstrates knowledge of basic soldier skills).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

b. Handling the **people-skills** parts of the job (demonstrates effective interpersonal skills, listens attentively, demonstrates concern for individuals).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

c. Handling the **tactical-skills** parts of job (applies appropriate tactics, techniques, and procedures (TTPs), knows how to integrate and synchronize tactical assets).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

d. Handling the **conceptual-skills** parts of the job (thinks through decisions, recognizes and balances competing requirements, uses analytical techniques to solve problems).

Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

e. **Communicating** (provides clear direction, explains ideas so that they are easily understood, listens well, keeps others informed, and writes well).

Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

f. **Decision Making** (makes sound decisions in a timely manner, includes all relevant information in decisions, and can generate innovative solutions to unique problems).

Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

g. **Motivating** (creates a supportive work environment, inspires people to do their best, acknowledges the good performance of others, and disciplines in a firm, fair, and consistent manner).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

h. **Developing** (encourages the professional growth of subordinates, is an effective teacher, uses counseling to provide feedback, provides the opportunity to learn, and delegates authority).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

i. **Building** (builds cohesive teams, gains the cooperation of all teammembers, encourages and participates in organizational and unit activities, focuses the unit on mission accomplishment).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

j. **Learning** (encourages open discussion that improves the organization, willingly accepts new challenges, helps the unit adapt to changing circumstances, recognizes personal limitations).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

k. **Planning & Organizing** (develops effective plans to achieve organizational goals, anticipates how different plans will look when executed, sets clear priorities, willingly modifies plans when circumstances change).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

l. **Executing** (completes assigned missions to standard, monitors the execution of plans to identify problems, capable of refining plans to exploit unforeseen opportunities).

Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

m. **Assessing** (accurately assesses the unit's strengths and weaknesses, conducts effective in progress reviews (IPRs) and after action reviews (AARs), takes time to find out what subordinate units are doing).

Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

11. How strongly do you agree or disagree with the following statements?

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a.	My skills and abilities equal or exceed those of my co-workers	○	○	○	○	○
b.	I did not experience any problems adjusting to my current job	○	○	○	○	○
c.	I have all the technical knowledge I need to perform my job	○	○	○	○	○
d.	I feel like "part of the family" in the military	○	○	○	○	○
e.	The military has a great deal of personal meaning for me	○	○	○	○	○
f.	It would be too costly for me to leave the military in the near future	○	○	○	○	○
g.	I am afraid of what might happen if I quit the military without having another job lined up	○	○	○	○	○
h.	Too much in my life would be interrupted if I decided I wanted to leave the military now	○	○	○	○	○
i.	I feel a strong sense of belonging to the military	○	○	○	○	○
j.	I feel emotionally attached to the military	○	○	○	○	○
k.	One of the problems of leaving the military would be the lack of available alternatives	○	○	○	○	○
l.	When someone criticizes my brigade, it feels like a personal insult	○	○	○	○	○
m.	When I talk in my workgroup about my brigade, I usually say "we" instead of "they"	○	○	○	○	○
n.	My brigade's successes are my successes	○	○	○	○	○
o.	When someone praises my brigade, it feels like a personal compliment	○	○	○	○	○
p.	I feel little commitment to my brigade	○	○	○	○	○
q.	I feel like "part of the family" in my battalion	○	○	○	○	○
r.	I feel emotionally attached to my battalion	○	○	○	○	○
s.	I feel a strong sense of belonging to my battalion	○	○	○	○	○
t.	SKIP THIS ITEM	○	○	○	○	○
u.	My values and my brigade's values are similar	○	○	○	○	○
v.	Information that comes down from brigade level through formal channels is almost always clear	○	○	○	○	○
w.	The information that comes down from brigade level through formal channels is almost always inaccurate	○	○	○	○	○
x.	When orders come down from battalion level in a collective training exercise, I understand my (battalion) "commander's intent" almost immediately	○	○	○	○	○
y.	My brigade is a really good brigade	○	○	○	○	○

12. Compared to previous Army duty assignments, how would you rate the amount of personal stress associated with your present assignment? (Fill in only one)

○ Very high
○ Higher than average
○ Average
○ Lower than average
○ Very low

13. Compared to previous Army duty assignments, how would you rate your satisfaction with your present assignment? (Fill in only one)

○ Very satisfied
○ Satisfied
○ Neither satisfied nor dissatisfied
○ Dissatisfied
○ Very dissatisfied

14. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a. I don't mind taking on extra duties and responsibilities in my work with this battalion	○	○	○	○	○
b. I work hard and try to do as good a job as possible	○	○	○	○	○
c. I look forward to starting work every day	○	○	○	○	○
d. I am very personally involved in my work	○	○	○	○	○
e. My battalion staff and the brigade staff work well together	○	○	○	○	○

15. If a person is doing a good job, how many months should s/he serve in the position you currently hold?

○ 0-6 months
○ 7-11 months
○ 12 months
○ 13-18 months
○ 19-23 months
○ 24 months
○ more than 24 months

16. How would you rate:

	Very High	High	Moderate	Low	Very Low
a. Your current level of morale?...................	○	○	○	○	○
b. The current level of morale <u>in my battalion</u>	○	○	○	○	○

17. How long did it take you to learn the main duties of your current job?
(CIRCLE THE LETTER IN FRONT OF YOUR ANSWER)

○a. 0-3 months
○b. 4-6 months
○c. 7-9 months
○d. 10-12 months
○e. More than 12 months

18. Which of the following best describes your current duty position?

○ Battalion Commander
○ Battalion XO
○ Battalion CSM
○ Battalion S-1
○ Battalion S-2
○ Battalion S-3
○ Battalion S-4
○ _____

19. Which of the following duty positions have you held in the past?

○ Battalion Commander
○ Battalion XO
○ Battalion CSM
○ Battalion S-1
○ Battalion S-2
○ Battalion S-3
○ Battalion S-4
○ A similar position on the Brigade staff
○ None

20. What is your rank?

○ Omitted	○ Omitted	○ Omitted
○ PV1	○ W01	○ 2LT
○ PV2	○ CW2	○ 1LT
○ PFC	○ CW3	○ CPT
○ CPL/SPC	○ CW4	○ MAJ
○ SGT		○ LTC
○ SSG		○ COL
○ SFC		
○ MSG/1SG		
○ SGM/CSM		

21. What is your marital status?

○ a. Single (never married)
○ b. Married
○ c. Divorced
○ d. Legally separated
○ e. Widowed

22. YOUR CHILDREN

Dependent children are unmarried children who depend on you for over half of their support. This includes adopted children and stepchildren. A dependent child <u>must also</u> be in one of the following categories:

· Not yet 21 years old

· Attends college and is not yet 23 years old

· Has mental or physical handicap and is any age

a. As defined above, how many dependent children do you have?

○ None
○ One
○ Two
○ Three or more

b. How many dependent children are now living with you?

○ None
○ One
○ Two
○ Three or more

23. When did you assume your present position?

Mos.	Year
□ □	□ □

Mos.: 0 0, 1 1, 2 2, 3 3, 4 4, 5 5, 6 6, 7 7, 8 8, 9 9

Year: 0 0, 1 1, 2 2, 3 3, 4 4, 5 5, 6 6, 7 7, 8 8, 9 9

24. When do you expect to leave this position?

Mos.		Year	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

25. When did you join this unit?

Mos.		Year	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	8	8

26. If you would like to make any comments, please use the space below (and the back, if needed).

_____

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Appendix A-2

Brigade-Level Survey

Form FORSCOM

BATTALION OPERATIONS SURVEY

November 1998

FORM FORSCOM
Brigade

Instructions

Purpose: This questionnaire was designed by the U.S. Army Research Institute to obtain information on the battalion functions of key unit personnel.

USES: All information collected in this questionnaire is confidential. It will be used for research designed to inform program and policy decision-making.

PRIVACY: Under no circumstances will any information that identifies individuals be released to anyone. If you are providing ratings about someone else, your input will be absolutely confidential. No one outside the research team will have access to individual data. Although we ask you to identify your duty position and rank, the purpose in doing so is to learn more about the way leaders in different positions perceive each other. Your answers will be combined with answers from many others and used to show how different groups perceive the functions of key personnel in the battalion.

Your participation in this Survey is voluntary, and you will not be penalized should you decide not to respond. You may skip any questions to which you object, but please answer questions honestly. Your answers are very important because they represent many other individuals like yourself.

AUTHORITY: Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purpose and uses to be made of the information collected. The Department of the Army may collect the information requested in this survey under the authority of 10 United States Code, Section 2358.

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ●   INCORRECT: ⊘ ⊠ ⊖ ◖

Your Stabilized Battalion

1. The current assignments of all of key battalion staff members (i.e., the Cmdr, CSM, XO, and S3) of the battalions listed below have been stabilized for 24 to 36 months as part of the CSA directed study in preparation for OPMS-21. Please mark which of the following "stabilized" battalions listed below report to your headquarters.

○
○
○
○
○
○
○

THE BATTALION COMMAND GROUP--INDIVIDUAL MEMBERS

2. This section asks you to provide your honest ratings of the effectiveness of the members of your command group in "leadership skill" and "leader behavior" areas.

- Please compare the members of your command group to others that you have known in similar command or staff positions.
- If you have not worked with the individual(s) listed below enough to form an opinion of their performance, please mark (Don't Know).
- If you are a member of the command group, the answer you provide for your position will be treated as a "self-assessment".

a. Handling the **technical-skills** parts of the job (fully understands the capabilities and limitations of equipment in the unit; demonstrates knowledge of basic soldier skills).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

b. Handling the **people-skills** parts of the job (demonstrates effective interpersonal skills, listens attentively, demonstrates concern for individuals).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

7006

c. Handling the **tactical-skills** parts of job (applies appropriate tactics, techniques, and procedures (TTPs), knows how to integrate and synchronize tactical assets).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

d. Handling the **conceptual-skills** parts of the job (thinks through decisions, recognizes and balances competing requirements, uses analytical techniques to solve problems).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

e. **Communicating** (provides clear direction, explains ideas so that they are easily understood, listens well, keeps others informed, and writes well).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

f. **Decision Making** (makes sound decisions in a timely manner, includes all relevant information in decisions, and can generate innovative solutions to unique problems).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

g. **Motivating** (creates a supportive work environment, inspires people to do their best, acknowledges the good performance of others, and disciplines in a firm, fair, and consistent manner).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

h. **Developing** (encourages the professional growth of subordinates, is an effective teacher, uses counseling to provide feedback, provides the opportunity to learn, and delegates authority).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

i. **Building** (builds cohesive teams, gains the cooperation of all teammembers, encourages and participates in organizational and unit activities, focuses the unit on mission accomplishment).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

j. **Learning** (encourages open discussion that improves the organization, willingly accepts new challenges, helps the unit adapt to changing circumstances, recognizes personal limitations).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

k. **Planning & Organizing** (develops effective plans to achieve organizational goals, anticipates how different plans will look when executed, sets clear priorities, willingly modifies plans when circumstances change).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

l. **Executing** (completes assigned missions to standard, monitors the execution of plans to identify problems, capable of refining plans to exploit unforeseen opportunities).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

m. **Assessing** (accurately assesses the unit's strengths and weaknesses, conducts effective in progress reviews (IPRs) and after action reviews (AARs), takes time to find out what subordinate units are doing).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

Your Non-Stabilized Battalion

3. Mark the non-stabilized battalion in the "Stabilization Study" which reports to your headquarters.

○
○
○
○
○
○

THE BATTALION COMMAND GROUP--INDIVIDUAL MEMBERS

4. This section asks you to provide your honest ratings of the effectiveness of the members of your command group in "leadership skill" and "leader behavior" areas.

- Please compare the members of your command group to others that you have known in similar command or staff positions.
- If you have not worked with the individual(s) listed below enough to form an opinion of their performance, please mark (Don't Know).
- If you are a member of the command group, the answer you provide for your position will be treated as a "self-assessment".

a. Handling the **technical-skills** parts of the job (fully understands the capabilities and limitations of equipment in the unit; demonstrates knowledge of basic soldier skills).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

b. Handling the **people-skills** parts of the job (demonstrates effective interpersonal skills, listens attentively, demonstrates concern for individuals).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

c. Handling the **tactical-skills** parts of job (applies appropriate tactics, techniques, and procedures (TTPs), knows how to integrate and synchronize tactical assets).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

d. Handling the **conceptual-skills** parts of the job (thinks through decisions, recognizes and balances competing requirements, uses analytical techniques to solve problems).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

e. **Communicating** (provides clear direction, explains ideas so that they are easily understood, listens well, keeps others informed, and writes well).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

f. **Decision Making** (makes sound decisions in a timely manner, includes all relevant information in decisions, and can generate innovative solutions to unique problems).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

g. **Motivating** (creates a supportive work environment, inspires people to do their best, acknowledges the good performance of others, and disciplines in a firm, fair, and consistent manner).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

h. **Developing** (encourages the professional growth of subordinates, is an effective teacher, uses counseling to provide feedback, provides the opportunity to learn, and delegates authority).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

i. **Building** (builds cohesive teams, gains the cooperation of all teammembers, encourages and participates in organizational and unit activities, focuses the unit on mission accomplishment).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

j. **Learning** (encourages open discussion that improves the organization, willingly accepts new challenges, helps the unit adapt to changing circumstances, recognizes personal limitations).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

k. **Planning & Organizing** (develops effective plans to achieve organizational goals, anticipates how different plans will look when executed, sets clear priorities, willingly modifies plans when circumstances change).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

l. **Executing** (completes assigned missions to standard, monitors the execution of plans to identify problems, capable of refining plans to exploit unforeseen opportunities).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

m. **Assessing** (accurately assesses the unit's strengths and weaknesses, conducts effective in progress reviews (IPRs) and after action reviews (AARs), takes time to find out what subordinate units are doing).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

5. Which of the following best describes your current duty position?

- ◯ Brigade Commander
- ◯ Brigade XO
- ◯ Brigade CSM
- ◯ Brigade S-1
- ◯ Brigade S-2
- ◯ Brigade S-3
- ◯ Brigade S-4
- ◯ _____

6. Which of the following duty positions have you held in the past?

- ◯ Battalion Commander
- ◯ Battalion XO
- ◯ Battalion CSM
- ◯ Battalion S-1
- ◯ Battalion S-2
- ◯ Battalion S-3
- ◯ Battalion S-4
- ◯ A similar position on the Brigade staff
- ◯ None

7. What is your rank?

◯ Omitted	◯ Omitted	◯ Omitted
◯ PV1	◯ W01	◯ 2LT
◯ PV2	◯ CW2	◯ 1LT
◯ PFC	◯ CW3	◯ CPT
◯ CPL/SPC	◯ CW4	◯ MAJ
◯ SGT		◯ LTC
◯ SSG		◯ COL
◯ SFC		
◯ MSG/1SG		
◯ SGM/CSM		

8. What is your marital status?

- ◯ a. Single (never married)
- ◯ b. Married
- ◯ c. Divorced
- ◯ d. Legally separated
- ◯ e. Widowed

9. YOUR CHILDREN

Dependent children are unmarried children who depend on you for over half of their support. This includes adopted children and stepchildren. A dependent child <u>must also</u> be in one of the following categories:

- Not yet 21 years old
- Attends college and is not yet 23 years old
- Has mental or physical handicap and is any age

    a. As defined above, how many dependent children do you have?

       ○ None
       ○ One
       ○ Two
       ○ Three or more

    b. How many dependent children are now living with you?
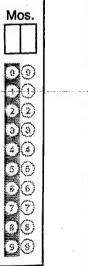
       ○ None
       ○ One
       ○ Two
       ○ Three or more

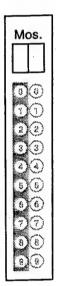## 10. When did you assume your present position?
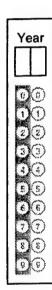
Mos.		Year	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

11. When do you expect to leave this position?

Mos.	Year
0 0	0 0
1 1	1 1
2 2	2 2
3 3	3 3
4 4	4 4
5 5	5 5
6 6	6 6
7 7	7 7
8 8	8 8
9 9	9 9

12. When did you join this unit?

Mos.	Year
0 0	0 0
1 1	1 1
2 2	2 2
3 3	3 3
4 4	4 4
5 5	5 5
6 6	6 6
7 7	7 7
8 8	8 8
9 9	9 9

THANK YOU FOR YOUR HELP.

12. If you would like to make any comments, please use the space below (and the back, if needed).

Appendix A-3

Company-Level Survey

Form FORSCOM

BATTALION OPERATIONS SURVEY

November 1998

FORM FORSCOM
Company

Instructions

Purpose: This questionnaire was designed by the U.S. Army Research Institute to obtain information on the battalion functions of key unit personnel.

USES: All information collected in this questionnaire is confidential. It will be used for research designed to inform program and policy decision-making.

PRIVACY: Under no circumstances will any information that identifies individuals be released to anyone. If you are providing ratings about someone else, your input will be absolutely confidential. No one outside the research team will have access to individual data. Although we ask you to identify your duty position and rank, the purpose in doing so is to learn more about the way leaders in different positions perceive each other. Your answers will be combined with answers from many others and used to show how different groups perceive the functions of key personnel in the battalion.
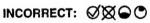
Your participation in this Survey is voluntary, and you will not be penalized should you decide not to respond. You may skip any questions to which you object, but please answer questions honestly. Your answers are very important because they represent many other individuals like yourself.

AUTHORITY: Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purpose and uses to be made of the information collected. The Department of the Army may collect the information requested in this survey under the authority of 10 United States Code, Section 2358.

MARKING INSTRUCTIONS

- **Use a No. 2 pencil only.**
- **Do not use ink, ballpoint, or felt tip pens.**
- **Make solid marks that fill the response completely.**
- **Erase cleanly any marks you wish to change.**
- **Make no stray marks on this form.**

CORRECT: ●   **INCORRECT:** ⊘⊠⊖◖

YOUR BATTALION AS A WHOLE

1. **Indicate your agreement or disagreement with the following statements about your battalion.**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree
a. In my battalion, the meetings I attend accomplish their objectives............	○	○	○	○	○
b. I get all the information I need about what is going on in other elements of my battalion..	○	○	○	○	○
c. Information that comes down to me from battalion level through formal channels is almost always clear...	○	○	○	○	○
d. The information that comes down from battalion level through formal channels is almost always accurate...	○	○	○	○	○
e. My battalion is willing to try new or improved methods of doing things....	○	○	○	○	○
f. Leaders in my battalion are in agreement about their work priorities..........	○	○	○	○	○
g. My battalion is capable of performing its primary mission right now.........	○	○	○	○	○
h. My battalion can solve almost any problem it encounters...........................	○	○	○	○	○
i. The soldiers in my battalion believe they play an important part in accomplishing the mission...	○	○	○	○	○
j. Soldiers are proud to be in my battalion..	○	○	○	○	○
k. If I had to go into combat, I would feel good about going with my battalion..	○	○	○	○	○
l. I would trust my life to the combat skills of the soldiers in my battalion.....	○	○	○	○	○

2. **In my battalion:**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree
a. I am given a lot of responsibility in my work..	○	○	○	○	○
b. I am encouraged to do things on my own even if I sometimes make mistakes...	○	○	○	○	○
c. I get feedback from my leaders on how well I am doing.........................	○	○	○	○	○
d. The emphasis is on getting things right, and not just on looking good..	○	○	○	○	○
e. I am helped to learn from my mistakes..	○	○	○	○	○
f. The leaders have confidence their soldiers will do their jobs right...........	○	○	○	○	○
g. I am provided with guidance and direction when assigned new duties.....	○	○	○	○	○

PLEASE DO NOT WRITE IN THIS AREA

■■○○■■■○■■○■■○○○○○○○○○○○○   7027

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ   **COM F**

3. To what extent do senior leaders in this battalion encourage the following Army values:

	Very Great Extent	Great Extent	Moderate Extent	Slight Extent	Not at All	No Basis to Judge
a. Loyalty	○	○	○	○	○	○
b. Duty	○	○	○	○	○	○
c. Respect	○	○	○	○	○	○
d. Selfless service	○	○	○	○	○	○
e. Honor	○	○	○	○	○	○
f. Integrity	○	○	○	○	○	○
g. Personal courage	○	○	○	○	○	○

4. Indicate how you rate each of the following types of training in your battalion.

	Extremely Helpful	Very Helpful	Moderately Helpful	Slightly Helpful	Not helpful at all	Not Received
a. Physical Training (PT)	○	○	○	○	○	○
b. MOS Training	○	○	○	○	○	○
c. Common Task Training (CTT)	○	○	○	○	○	○
d. Equipment Maintenance Training	○	○	○	○	○	○
e. Leader development	○	○	○	○	○	○
f. Collective training	○	○	○	○	○	○

5. Describe how well prepared your battalion is to perform its wartime mission?

○ Very well prepared
○ Well prepared
○ Moderately prepared
○ Not well prepared
○ Not at all prepared

MY BATTALION COMMAND GROUP

This section asks about leaders in the following battalion-level positions: CDR, XO, and CSM. These four individuals are referred to in this questionnaire as the **battalion command group.**

Please mark below how well you think the **Command Group** in your battalion has been functioning.

6. **The members of my battalion command group (Cdr, XO, S-3 and CSM):**

(Response scale: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree, Don't Know)

a. work well together as a team .... ○ ○ ○ ○ ○ ○
b. pull together to get the job done... ○ ○ ○ ○ ○ ○
c. really care about each other.. ○ ○ ○ ○ ○ ○
d. trust each other... ○ ○ ○ ○ ○ ○
e. get along well with brigade headquarters................................... ○ ○ ○ ○ ○ ○
f. keep the battalion in good standing with the brigade headquarters.. ○ ○ ○ ○ ○ ○
g. get what they want (e.g., resources) from their brigade............. ○ ○ ○ ○ ○ ○

7. **Listed below are some activities on which your battalion command group might find itself spending more time than when you first joined the battalion and other activities on which it might find itself spending less time now.**

(Response scale: More time, Same amount of time, Less time)

a. Revising established unit SOPs.. ○ ○ ○
b. Observing company events... ○ ○ ○
c. Interacting with "outside agencies" that affect the welfare or productivity of the battalion... ○ ○ ○
d. Engaging in "fire fights" generated by outside taskings........ ○ ○ ○
e. Planning for upcoming complex training exercises or other large-unit events... ○ ○ ○
f. Solving recurring problems.. ○ ○ ○
g. Training its members.. ○ ○ ○
h. "Staffing" problems that arise from the companies................. ○ ○ ○
i. Trying to understand what the battalion commander wants done... ○ ○ ○
j. Working mainly inside the headquarters building.................. ○ ○ ○

8. My battalion command group (Bn CDR, XO, S-3, CSM):

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
a. Performs effectively	○	○	○	○	○	○
b. Is known as a high-performing group	○	○	○	○	○	○
c. Can solve any problem it encounters	○	○	○	○	○	○
d. Gets along well with its brigade headquarters	○	○	○	○	○	○
e. Keeps the battalion in good standing with the brigade headquarters	○	○	○	○	○	○
f. Gets what it needs (e.g. resources) from its brigade	○	○	○	○	○	○

9. For the questions below, indicate how often you think the members of your command group (BN CDR, XO, S3, and CSM) do the following things:

	not at all	once in a while	sometimes	fairly often	frequently if not always
a. set high standards	○	○	○	○	○
b. are proud to be associated with each other	○	○	○	○	○
c. allow performance to fall below minimum standards before trying to make improvements	○	○	○	○	○
d. emphasize the importance of being committed to the battalion's beliefs	○	○	○	○	○
e. focus attention on mistakes, exceptions, and deviations from standards	○	○	○	○	○
f. avoid getting into arguments	○	○	○	○	○
g. clearly communicate what each member needs to do to complete assignments	○	○	○	○	○
h. emphasize the value of questioning each other's ways to solve problems	○	○	○	○	○
i. avoid dealing with problems	○	○	○	○	○
j. listen to each other's concerns	○	○	○	○	○
k. delay taking action until problem becomes serious	○	○	○	○	○
l. go beyond their own self-interests for the good of the battalion	○	○	○	○	○
m. closely monitor each other's performance for errors	○	○	○	○	○
n. display conviction in the Army's ethics and values	○	○	○	○	○
o. work out agreements about what's expected of each other	○	○	○	○	○

	not at all	once in a while	sometimes	fairly often	frequently if not always
p. generate exciting future possibilities	○	○	○	○	○
q. motivate each other to do more than they thought they could do	○	○	○	○	○
r. encourage each other to rethink ideas	○	○	○	○	○
s. fail to follow-up requests for assistance from each other	○	○	○	○	○
t. focus on developing each other's capabilities	○	○	○	○	○
u. talk about what we've done wrong but not what we've done right	○	○	○	○	○
v. display extraordinary talent and competence	○	○	○	○	○
w. spend time dealing with immediate crises	○	○	○	○	○
x. clarify the core reasons for our existence and purpose as an Army	○	○	○	○	○
y. provide each other with assistance in exchange for each member's effort	○	○	○	○	○
z. talk optimistically about the future	○	○	○	○	○
aa. heighten our motivation to succeed	○	○	○	○	○
bb. try to find better ways to do things	○	○	○	○	○
cc. avoid making decisions	○	○	○	○	○
dd. spend time teaching and coaching each other	○	○	○	○	○
ee. wait until things have gone wrong before taking action	○	○	○	○	○
ff. behave in ways that build respect for one another	○	○	○	○	○
gg. track each other's mistakes	○	○	○	○	○
hh. talk about how trusting each other can help overcome our difficulties	○	○	○	○	○
ii. discuss the level of performance they expect from each other	○	○	○	○	○
jj. talk enthusiastically about how the battalion achieves its mission	○	○	○	○	○
kk. encourage each other to do more than they expected they could do	○	○	○	○	○
ll. seek a broad range of views when solving problems	○	○	○	○	○
mm. delay responding to urgent requests from each other	○	○	○	○	○
nn. treat each other as individuals with different needs, abilities, and aspirations	○	○	○	○	○

	not at all	once in a while	sometimes	fairly often	frequently if not always
oo. show that they are firm believers in "If it ain't broke, don't fix it."	○	○	○	○	○
pp. display confidence in each other	○	○	○	○	○
qq. direct attention toward failure to meet standards	○	○	○	○	○
rr. emphasize the importance of having a collective sense of mission	○	○	○	○	○
ss. recognize member and/or battalion accomplishments	○	○	○	○	○
tt. provide each other with a positive view of the future	○	○	○	○	○
uu. look at problems from many different angles	○	○	○	○	○
vv. help each other learn new skills	○	○	○	○	○
ww. have confidence in each other	○	○	○	○	○
xx. expect us to be a high performance battalion	○	○	○	○	○
yy. can solve problems they encounter	○	○	○	○	○
zz. can face unexpected problems and handle them	○	○	○	○	○
aaa. work hard to fulfill the battalion's responsibilities	○	○	○	○	○

THE BATTALION COMMAND GROUP--INDIVIDUAL MEMBERS

10. This section asks you to provide your honest ratings of the effectiveness of the members of your command group in "leadership skill" and "leader behavior" areas.
- Please compare the members of your command group to others that you have known in similar command or staff positions.
- If you have not worked with the individual(s) listed below enough to form an opinion of their performance, please mark (Don't Know).
- If you are a member of the command group, the answer you provide for your position will be treated as a "self-assessment".

a. Handling the **technical-skills** parts of the job (fully understands the capabilities and limitations of equipment in the unit; demonstrates knowledge of basic soldier skills).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

b. Handling the **people-skills** parts of the job (demonstrates effective interpersonal skills, listens attentively, demonstrates concern for individuals).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

c. Handling the **tactical-skills** parts of job (applies appropriate tactics, techniques, and procedures (TTPs), knows how to integrate and synchronize tactical assets).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

d. Handling the **conceptual-skills** parts of the job (thinks through decisions, recognizes and balances competing requirements, uses analytical techniques to solve problems).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

e. **Communicating** (provides clear direction, explains ideas so that they are easily understood, listens well, keeps others informed, and writes well).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

f. **Decision Making** (makes sound decisions in a timely manner, includes all relevant information in decisions, and can generate innovative solutions to unique problems).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

g. **Motivating** (creates a supportive work environment, inspires people to do their best, acknowledges the good performance of others, and disciplines in a firm, fair, and consistent manner).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

h. **Developing** (encourages the professional growth of subordinates, is an effective teacher, uses counseling to provide feedback, provides the opportunity to learn, and delegates authority).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

i. **Building** (builds cohesive teams, gains the cooperation of all teammembers, encourages and participates in organizational and unit activities, focuses the unit on mission accomplishment).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

j. **Learning** (encourages open discussion that improves the organization, willingly accepts new challenges, helps the unit adapt to changing circumstances, recognizes personal limitations).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

k. **Planning & Organizing** (develops effective plans to achieve organizational goals, anticipates how different plans will look when executed, sets clear priorities, willingly modifies plans when circumstances change).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

l. **Executing** (completes assigned missions to standard, monitors the execution of plans to identify problems, capable of refining plans to exploit unforeseen opportunities).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

m. **Assessing** (accurately assesses the unit's strengths and weaknesses, conducts effective in progress reviews (IPRs) and after action reviews (AARs), takes time to find out what subordinate units are doing).

	The Best	One of the Best	Better than most	As Good as Most	Not as good as most but still gets the job done	Well Below Most	The Worst	Don't Know
Battalion Commander	○	○	○	○	○	○	○	○
Battalion XO	○	○	○	○	○	○	○	○
Battalion S-3	○	○	○	○	○	○	○	○
Battalion CSM	○	○	○	○	○	○	○	○

YOU AND YOUR SITUATION

11. How strongly do you agree or disagree with the following statements?

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a.	My skills and abilities equal or exceed those of my co-workers	○	○	○	○	○
b.	I did not experience any problems adjusting to my current job	○	○	○	○	○
c.	I have all the technical knowledge I need to perform my job	○	○	○	○	○
d.	I feel like "part of the family" in the military	○	○	○	○	○
e.	The military has a great deal of personal meaning for me	○	○	○	○	○
f.	It would be too costly for me to leave the military in the near future	○	○	○	○	○
g.	I am afraid of what might happen if I quit the military without having another job lined up	○	○	○	○	○
h.	Too much in my life would be interrupted if I decided I wanted to leave the military now	○	○	○	○	○
i.	I feel a strong sense of belonging to the military	○	○	○	○	○
j.	I feel emotionally attached to the military	○	○	○	○	○
k.	One of the problems of leaving the military would be the lack of available alternatives	○	○	○	○	○
l.	When someone criticizes my battalion, it feels like a personal insult	○	○	○	○	○
m.	When I talk in my workgroup about my battalion, I usually say "we" instead of "they"	○	○	○	○	○
n.	My battalion's successes are my successes	○	○	○	○	○
o.	When someone praises my battalion, it feels like a personal compliment	○	○	○	○	○
p.	I feel little commitment to my battalion	○	○	○	○	○
q.	I feel like "part of the family" in my battalion	○	○	○	○	○
r.	I feel emotionally attached to my battalion	○	○	○	○	○
s.	I feel a strong sense of belonging to my battalion	○	○	○	○	○
t.	My battalion has a great deal of personal meaning for me	○	○	○	○	○
u.	My values and my battalion's values are similar	○	○	○	○	○
v.	Information that comes down from battalion level through formal channels is clear	○	○	○	○	○
w.	The information that comes down from battalion level through formal channels is not always accurate	○	○	○	○	○
x.	When orders come down from brigade level in a collective training exercise, I understand my (battalion) "commander's intent" almost immediately	○	○	○	○	○
y.	My battalion is a really good battalion	○	○	○	○	○

12. Compared to previous Army duty assignments, how would you rate the amount of personal stress associated with your present assignment? (Fill in only one)

○ Very high
○ Higher than average
○ Average
○ Lower than average ·
○ Very low

13. Compared to previous Army duty assignments, how would you rate your satisfaction with your present assignment? (Fill in only one)

○ Very satisfied
○ Satisfied
○ Neither satisfied nor dissatisfied
○ Dissatisfied
○ Very dissatisfied

14. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a. I don't mind taking on extra duties and responsibilities in my work with this battalion..	○	○	○	○	○
b. I work hard and try to do as good a job as possible.........................	○	○	○	○	○
c. I look forward to starting work every day.....................................	○	○	○	○	○
d. I am very personally involved in my work.....................................	○	○	○	○	○
e. My company staff and my battalion staff work well together.........					

15. If a person is doing a good job, how many months should s/he serve in the position you currently hold?

○ 0-6 months
○ 7-11 months
○ 12 months
○ 13-18 months
○ 19-23 months
○ 24 months
○ more than 24 months

16. How would you rate:

	Very High	High	Moderate	Low	Very Low
a. Your current level of morale?	○	○	○	○	○
b. The current level of morale <u>in my battalion</u>?	○	○	○	○	○

17. How long did it take you to learn the main duties of your current job?
  (FILL IN THE CIRCLE IN FRONT OF YOUR ANSWER)

○a. 0-3 months
○b. 4-6 months
○c. 7-9 months
○d. 10-12 months
○e. More than 12 months

BACKGROUND INFORMATION
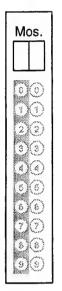
18. Which of the following best describes your current duty position?

○ Company Commander
○ Company 1SG
○ _____

19. What is your rank?

○ Omitted	○ Omitted	○ Omitted
○ PV1	○ W01	○ 2LT
○ PV2	○ CW2	○ 1LT
○ PFC	○ CW3	○ CPT
○ CPL/SPC	○ CW4	○ MAJ
○ SGT		○ LTC
○ SSG		○ COL
○ SFC		
○ MSG/1SG		
○ SGM/CSM		

20. What is your marital status?

○ a. Single (never married)
○ b. Married
○ c. Divorced
○ d. Legally separated
○ e. Widowed

21. YOUR CHILDREN

Dependent children are unmarried children who depend on you for over half of their support. This includes adopted children and stepchildren. A dependent child **must also** be in one of the following categories:

- Not yet 21 years old
- Attends college and is not yet 23 years old
- Has mental or physical handicap and is any age

a. As defined above, how many dependent children do you have?

○ None
○ One
○ Two
○ Three or more

b. How many dependent children are now living with you?

○ None
○ One
○ Two
○ Three or more

23. When did you assume your present position?   **24. When do you expect to leave this position?**

Mos.   Year   Mos.   Year

25. When did you join this unit?

Mos.   Year

THANK YOU FOR YOUR HELP.

26. If you would like to make any comments, please use the space below (and the back, if needed).

_____

_____

_____

_____

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_____

Appendix B-1

Battalion/Company-Level Interview Guide: Phases 1-3

Note to interviewer: Before the session begins and before the interviewee has arrived, make sure the indicated information has been entered in the spaces provided.

Name of Interviewer: _____

Date of Interview: _____

Time of Interview: _____

Unit: (circle or bold the unit this interviewee is from)

A. (***Don't use** – FORSCOM-0 – Dropped*)	**B.** (***Don't use** – FORSCOM-0 – Dropped*)
C. FORSCOM-2	**D.** FORSCOM-4
E. FORSCOM-1	**F.** FORSCOM-3
G. USAREUR-1	**H.** USAREUR-3
I. USAREUR-2	**J.** USAREUR-4
K. TRADOC-2	**L.** TRADOC-4
M. TRADOC-1	**N.** TRADOC-3

Individual's Position (e.g., Bn CDR, XO,S1-S4, CSM, Co. CDR, 1SG). _____.

Introduction: [**Say something like this**] We certainly appreciate your coming in. Before we get started, do you have any questions about the research? As I said during our in-brief, the information that you give us on your questionnaire and during this interview will be confidential, so I hope you will feel free to be forthright in responding to all of our questions.

1. As you know, we are primarily interested in your experience with stabilization on this post. Have you noticed any difference in the way that your unit (the stabilized unit) operates since it has been stabilized?

   a. What have been the effects on the performance as a whole? [**Probe for training exercises, trainee performance, attrition, etc. and CTC performance in TO&E units**]

   b. Has it had an effect on the performance of the BN Staff? If so, how? [**Probe for indices of timeliness, cohesion, high quality, avoidance of past mistakes, etc.**]

   c. (**Ask Stabilized BN participants only:**) Are the individuals who were your BN staff (CDR., XO, S3, & CSM) when the battalion was "stabilized" still in their same position? [**If someone has left, who was it? when did he/she leave? and why did he/she leave?**]

   d. Can you provide some examples of how effective the communication is between you and the battalion/brigade commanders? How much authority do they delegate to you? How free do you feel to take risks?

2. If stabilizing BN staffs (CDR, XO, S3, & CSM) were extended to all Army battalions, what do you think the effect would be? (**Probe for major pluses and minuses**).

3. I am going to list some areas; and, as I come to each one, tell me whether you think stabilization has made things better in that area, made things worse in that area, or had no effect in that area.

   Okay, let's start with battalion performance. What do you believe the effect of stabilization has been -- made things better, made things worse, or had no effect.
   (**Probe for explanation after each item**).

   (CIRCLE THE ANSWER GIVEN)

Effect on:	Made things Better	Made things Worse	Had No Effect
a. Battalion performance?	1	2	3
b. Officer careers?	1	2	3
c. Retention?	1	2	3
d. Battalion cohesion?	1	2	3
e. Your job as _____?	1	2	3
f. Battalion readiness for wartime?	1	2	3
g. And now, its overall Army effect?	1	2	3

4. What would you say have been the major plusses of stabilizing battalion staff members so far? Explain.

5. What would you say have been the major drawbacks so far? Explain.

Give the Supplemental Questionnaire Now

We have some additional questions we would like to ask you based on information you and others provided the last time we were here. Please take five minutes to fill out this sheet. We'll be glad to answer any questions you have.

6. Are there any other questions you would like to ask or any other comments you would like to make? **(Record comments--using the space below and, if needed, the other side of this page. Then dismiss the interviewee with thanks.)**

Brigade or Company Supplement

Battalion Command Team Transition

We would like to get your opinion on the issue of transitioning into key Battalion positions (Bn Cdr, CSM, XO, [and S3]). Keeping your Bn(s) in mind, please indicate how strongly you agree or disagree with the following statements:

Strongly Agree — Agree — Neither Agree nor Disagree — Disagree — Strongly Disagree

1. Staggering the transition of the Bn command team members (as opposed to transitioning all at once) is beneficial for unit functioning .... ○ ○ ○ ○ ○

2. Having all members of a Bn command team (Bn Cdr, CSM, XO, [and S3]) assume leadership at the same time is beneficial for unit functioning .... ○ ○ ○ ○ ○

Keeping your Bn(s) in mind, please respond to the following question.

Very Great Extent — Great Extent — Moderate Extent — Slight Extent — Not at All

3. When transmitting "lessons-learned" from members of one Bn command team to their successors, to what extent do you think the following methods are useful:

   a. written documentation .... ○ ○ ○ ○ ○

   b. face-to-face conversations .... ○ ○ ○ ○ ○

   c. electronic communication (e.g., telephone conversations, e-mail correspondence) .... ○ ○ ○ ○ ○

BRIGADE ①②③④⑤⑥⑦⑧   BN Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ

Brigade-Level Interview Guide: Phases 1-3

Note to interviewer: Before the session begins and before the interviewee has arrived, make sure the indicated information has been entered in the spaces provided (bolded items on this and subsequent pages).

Name of Interviewer: _____

Date of Interview: _____

Time of Interview: _____

Unit: (bold the unit(s) this BDE is responsible for).

A. (***Don't use – FORSCOM-0 – Dropped***) **B.** (***Don't use – FORSCOM-0 – Dropped***)

C. FORSCOM-2   **D.** FORSCOM-4

E. FORSCOM-1   **F.** FORSCOM-3

G. USAREUR-1   **H.** USAREUR-3

I. USAREUR-2   **J.** USAREUR-4

K. TRADOC-2   **L.** TRADOC-4

M. TRADOC-1   **N.** TRADOC-3

Position of the individual being interviewed (check one):
___ Bde CDR, ___ XO, ___ S3, ___ CSM, ___ Other (specify).

Introduction: [**Say something like this**] We are from the U.S. Army Research Institute in Alexandria, VA. We are here to try to learn more about your experiences with the Battalion Staff Stabilization program at the request of the Chief of Staff of the U.S. Army, General Reimer. We will ask you questions about two of your units that are in the program (A and B). "A" is the unit that is (or is supposed to be) stabilized, and "B" is the unit that is being used as a contrast unit to tell us something about the general conditions in that kind of unit in this particular location. We will ask you about the leadership, performance, and command climates of both these units. Whatever you tell us will be held in confidence. We will not identify which individual provided any of the data we get nor will we talk about anything which does not come from multiple people within the brigades and battalions we are looking at. Our purpose is to generate "lessons learned" for future units that may be stabilized. [Note and respond to questions that are asked.]

1. When did you first assume your current position? (Month & Year) _____.

2. In your position as _____ how often do you have a chance to interact with these two battalions and their leaders?

    a. Which leaders do you interact with? How often do you see them.
    [Note the positions being mentioned and the nature/frequency of the contacts.]

    b. What kinds of unit and staff behavior (events) do you see on a regular basis?
    [Probe for summary events that can be "scored," such as end-of-cycle training measures, performance at battalion-level exercises, etc., as appropriate. Continue to probe until you understand the slice of unit life he/she will be using in making his/her judgments about unit performance.]

    c. What kinds of statistics are you aware of which might be used to compare these two units?
    [Get or make arrangements to get anything that the interviewee feels might provide a valid comparison.]

    d. Are all of the individuals who were assigned to the (stabilized battalion) _____, the Bn CDR, XO, S3, and CSM when the battalion was stabilized still in their same position? **[If someone has left, who was it, when did they leave, and why did they leave?]**

    e. Can you provide some examples of how effective the communication is between you and the brigade staff/battalion/company commanders/1SG? How much authority do you delegate to them? How free do they feel to take risks?

3. Based on all that you know about [**the stabilized battalion**], how would you rate their current overall performance on a scale of 1 to 10: with 1 being the worst [training, field artillery, armor, helicopter, or infantry] battalion you have encountered, and 10 being the best [x, y, or z] battalion. What score would you give the ___ unit?
    1   2   3   4   5   6   7   8   9   10   (Circle appropriate number)

Can you tell me some of the things you based your rating on?
(Record comments; probe as needed. After last probe, ask "Anything else?")

4. Based on all that you know about [**the control battalion**], how would you rate their current overall performance on a scale of 1 to 10: with 1 being the worst [training, field artillery, armor, helicopter, or infantry] battalion you have encountered, and 10 being the best [x, y, or Z] battalion. What score would you give the ___ unit?
    1   2   3   4   5   6   7   8   9   10   (Circle appropriate number)

Can you tell me some of the things you based your rating on?
(Record comments; probe as needed. After last probe, ask "Anything else?")

5. Overall, which of these two battalions is the better one? (**Check one**)
   a.___ **Stabilized**
   b.___ **Control**

Can you tell me some of the things you based your rating on?
(**Record comments; probe as needed. After last probe, ask "Anything else?"**)

(IF THE RESPONDENT CANNOT DISCRIMATE BETWEEN THE PERFORMANCES OF THE TWO BATTALIONS ON ANY OF THE MEASURES, ASK THE FOLLOWING QUESTION)
   Okay. Let's suppose for a moment that you had to go to war with (work with the soldiers trained by) one of these battalions, which battalion would you pick?
   (**Record answer in space above**)

6. Now let me ask you about some words or terms that are sometimes used in describing battalions: Cohesion, unit climate, soldier motivation, ethical/moral values, soldier commitment to the unit and its mission, and ethical/moral values reflected in the behavior of battalion leaders. Which of the two battalions, is higher in:

a. **Battalion Cohesion**
                    1. ___**Stabilized**
                    2. ___**Control**
                    3. ___**About the same**

b. **Unit Climate**   1. ___**Stabilized**
                    2. ___**Control**
                    3. ___**About the same**

c. **Soldier Motivation**
                    1. ___**Stabilized**
                    2. ___**Control**
                    3. ___**About the same**

d. **Soldier Commitment to the unit and its mission**
                    1. ___**Stabilized**
                    2. ___**Control**
                    3. ___**About the same**

e. **Soldier Commitment to the unit and its mission**
                    1. ___**Stabilized**
                    2. ___**Control**
                    3. ___**About the same**

f. Ethical and Moral Values of the Battalion Leadership
      1. ___Stabilized
      2. ___Control
      3. ___About the same

g. Battalion Readiness to perform its wartime mission
      1. ___Stabilized
      2. ___Control
      3. ___About the same

7. What changes have you noticed in the [stabilized unit] since they have been stabilized?
[Probe for changes in how the staff is going about its work. Are there any improvements/decrements in overall battalion performance that are due to stabilization? If changes have occurred in TO&E units, ask if these changes are confined to field exercises or do they occur in garrison operations, also.]

8. If stabilizing BN staffs (CDR, XO, S3, & CSM) were extended to all Army battalions, what do you think the effect would be? **(Probe for major pluses and minuses).**

9. I am going to list some areas, and, as I come to each one, tell me whether you think stabilization has made things better in that area, made things worse in that area, or had no effect in that area.

Okay, let's start with battalion performance. What do you believe the effect of stabilization has been – made things better, made things worse, or had no effect.
(Probe for explanation after each item).

(CIRCLE THE ANSWER GIVEN)

Effect on:	Made things Better	Made things Worse	Had No Effect
a. Battalion performance?	1	2	3
b. Officer careers?	1	2	3
c. Retention?	1	2	3
d. Battalion cohesion?	1	2	3
e. Your job as Brigade _____ ?	1	2	3
f. Battalion readiness for wartime?	1	2	3
g. And now, its overall Army effect?	1	2	3

10. What would you say have been the major pluses of stabilizing battalion staff members so far? Explain

11. What would you say have been the major drawbacks so far? Explain.

Give the Supplemental Questionnaire Now

We have some additional questions we would like to ask you based on information you and others provided the last time we were here. Please take five minutes to fill out this sheet. We'll be glad to answer any questions you have.

12. Are there any other questions you would like to ask or any other comments you would like to make? (**Record comments--using the space below and, if needed, the other side of this page. Then dismiss the interviewee with thanks.**)

Battalion-Level Interview Guide: Phase 4

Before the interviewee has arrived, make sure the indicated information has been entered in the spaces provided.

Name of Interviewer _____

Date of Interview: _____

Time of Interview: _____

Unit:.

C.	FORSCOM-2	D.	FORSCOM-4
E.	FORSCOM-1	F.	FORSCOM-3
G.	USAREUR-1	H.	USAREUR-3
I.	USAREUR-2	J.	USAREUR-4
K.	TRADOC-2	L.	TRADOC-4
M.	TRADOC-1	N.	TRADOC-3

Individual's Position (e.g., Bn CDR, XO, S3, CSM)._____.

We certainly appreciate your coming in. Before we get started, do you have any questions about the research we are conducting? As I said during our in-brief, information that you give us on your questionnaire and during this interview will be confidential, so I hope you will feel free to be forthright in responding to all of our questions.

Demographics

1. Currently, you are in the position of (Bn CDR, CSM, XO, [S3]), correct?

2. How long have you held your position?

3. Thinking about the other key positions in your battalion (CDR, CSM, XO, [S3]), about how long has each person held that position or when did each arrive?

   CDR –

   CSM –

   XO –

   [S3] –

4. Has any of these individuals held other positions in this unit before?

    [If so,] Who was in which position?

Your Job

Now I'd like to talk about your transition into your current position –

5. How much overlap was there between your coming and your predecessor's leaving?

6. What was your main source of information about your current position when you first arrived?

7. How else was information about the position provided to you?

- In person? In briefings? In one-on-one conversations?

   By whom (e.g., predecessor)?

   For how long?
- Via electronic communication?
- Paper trail?

8. Why did that type of information exchange take place?

9. What lessons were passed on to you?

10. What documentation was left behind (e.g., SOPs)?

11. How long has it taken you to become familiar with your duties here?

12. How long did it take you to become familiar with the Brigade's priorities?

    How effective is the communication between you and the Brigade command team?

    Can you give some examples of what you mean?

13. How long do you expect to stay in your current position?

14. What would you do differently if you knew that you were going to be in your job for two years? [If you are talking to someone who is already in the position or will be in the position for 2 years – a Bn CDR or CSM – ask "What is the advantage of having a second year?"]

Your Battalion

Next let's talk about the unit as a whole.

15. What kind of shape was the unit in when you took over your position?
    [Probe to find out why s/he thinks it was in the shape it was. What areas of performance are important, what are the indices that something is going well or not so well?]

16. How did the unit do on its last CTC exercise? Are those records/lessons learned available to you? What were the lessons learned from the CTC? How will these be used to improve the unit? [Probe for details of when? where? what happened?]

17. How does the shape this unit was in compare to the initial shape of other units in which you took a key position? (for example, as prior Company Commander)

18. How is the unit running today?

Army-wide

19. The Army is experimenting with having field grade officers serve for 24 months on a Battalion staff. If the Army were to mandate that the key battalion staff positions (CDR, CSM, XO, [& S3]) were to be stabilized for a 24-month period and they were all to arrive at a unit together, what do you think the effects would be?

• What positive effects would 24-month stabilization have?

• What positive effects would transitioning all key positions at the same time have?

• What negative effects would it 24-month stabilization have?

• What negative effects would transitioning all key positions at the same time have?

20. I am going to list some areas, and, as I come to each one, tell me whether you think stabilization would make things better in that area, make things worse in that area, or have no effect. Okay, let's start with Battalion performance. What do you believe the effect of stabilization would be – make things better, make things worse, or have no effect. **(Probe for explanation after each item.)**

(CIRCLE THE ANSWER GIVEN)

Effect on:	**Make Things Better**	**Make Things Worse**	**Have No Effect**
a. Battalion performance?	1	2	3
b. Officer careers?	1	2	3
c. Retention?	1	2	3
d. Battalion cohesion?	1	2	3
e. Your job as Bn _____?	1	2	3
f. Battalion readiness for wartime?	1	2	3
g. And lastly, its overall Army effect?	1	2	3

Give the Interview Supplement Now

We have some additional questions we would like to ask you. Please take a few minutes to fill these two sheets out. We'll be glad to answer any questions you have.

Are there any other questions you would like to ask or any other comments you would like to make? (RECORD COMMENTS--USING THE SPACE BELOW AND, IF NEEDED, THE OTHER SIDE OF THIS PAGE. THEN DISMISS THE INTERVIEWEE WITH THANKS.)

Brigade-Level Interview Guide: Phase 4

Before the interviewee has arrived, make sure the indicated information has been entered in the spaces provided.

Name of Interviewer _____

Date of Interview: _____

Time of Interview: _____

Unit:

C.	FORSCOM-2	**D.**	FORSCOM-4
E.	FORSCOM-1	**F.**	FORSCOM-3
G.	USAREUR-1	**H.**	USAREUR-3
I.	USAREUR-2	**J.**	USAREUR-4
K.	TRADOC-2	**L.**	TRADOC-4
M.	TRADOC-1	**N.**	TRADOC-3

Individual's Position (e.g., Bde CDR, XO, S3, CSM)._____ .

Introduction: We are from the U.S. Army Research Institute in Alexandria, Va. We are here to try to learn more about your experiences with the Battalion Staff Stabilization program at the request of the Chief of Staff of the Army. We will be focusing our initial questions on unit:

_____.

We certainly appreciate your coming in. Before we get started, do you have any questions about the research we are conducting? As I said during our in-brief, information that you give us on your questionnaire and during this interview will be confidential, so I hope you will feel free to be forthright in responding to all of our questions.

The Battalion

1. In your position as _____, how often do you have a chance to interact with _____ Bn?

   Which leaders do you interact with? How often do you see them? What is the nature of these contacts? Explain.

   Has there been more than one person in that position while you've been (CDR, XO, S3, CSM)? [If yes,] Were there differences in your interactions between these two individuals? Explain.

   How did the individuals transition into their new position?   How long did it take for them to adjust?

2. Can you provide some examples of how effective the communication is between you and the Bn staff? [Probe: How timely is the communication? Does it reach the appropriate individuals? How clear is the information?] [Reminder: Ask about CTC and lessons learned.] How much authority do you delegate to them?

3. What type of information do you use to gauge how well this Bn is doing? (Please be specific)

4. Based on all that you know about this Bn, how would you rate their current overall performance on a scale of 1-10: with 1 being the worst *[training, field artillery, armor, helicopter, or infantry]* battalion you have encountered and 10 being the best.

   What score would you give this unit?   _____

   Can you tell me some of the specific things you based your rating on? (Probe as needed; after last probe, ask "Anything else?")

5. How does the shape of this Bn compare to the other Battalions in your Brigade?

6. Have you previously held any of these key Bn positions (e.g. XO)?   Which ones?   How did things work for you coming into that position?

   How were they during the rest of your time there?

Army-wide

7. The Army is experimenting with having field grade officers serve for 24 months on a Battalion staff. If the Army were to mandate that the key Battalion staff positions (CDR, CSM, XO, [& S3]) were to be stabilized for a 24-month period and they were all to arrive at a unit together, what do you think the effects would be?

- What positive effects would 24-month stabilization have?

- What positive effects would transitioning all key positions at the same time have?

- What negative effects would it 24-month stabilization have?

- What negative effects would transitioning all key positions at the same time have?

8. I am going to list some areas, and, as I come to each one, tell me whether you think stabilization would make things better in that area, make things worse in that area, or have no effect. Okay, let's start with battalion performance. What do you believe the effect of stabilization would be – make things better, make things worse, or have no effect. **(Probe for explanation after each item.)**

(CIRCLE THE ANSWER GIVEN)

Effect on:	Make Things Better	Make Things Worse	Have No Effect
a. Battalion performance?	1	2	3
b. Officer careers?	1	2	3
c. Retention?	1	2	3
d. Battalion cohesion?	1	2	3
e. Your job as Bde. _____ ?	1	2	3
f. Battalion readiness for wartime?	1	2	3
g. And lastly, its overall Army effect?	1	2	3

Give the Interview Supplement Now

We have some additional questions we would like to ask you. Please take a few minutes to fill these two sheets out. We'll be glad to answer any questions you have.

Are there any other questions you would like to ask or any other comments you would like to make? (RECORD COMMENTS--USING THE SPACE BELOW AND, IF NEEDED, THE OTHER SIDE OF THIS PAGE. THEN DISMISS THE INTERVIEWEE WITH THANKS.)

Appendix B-5

Company-Level Interview Guide: Phase 4

Before the interviewee has arrived, make sure the indicated information has been entered in the spaces provided.

Name of Interviewer _____

Date of Interview: _____

Time of Interview: _____

Unit:.

C.	FORSCOM-2	**D.**	FORSCOM-4
E.	FORSCOM-1	**F.**	FORSCOM-3
G.	USAREUR-1	**H.**	USAREUR-3
I.	USAREUR-2	**J.**	USAREUR-4
K.	TRADOC-2	**L.**	TRADOC-4
M.	TRADOC-1	**N.**	TRADOC-3

Individual's Position (e.g., Co CDR, 1SG, S1,2,4)._____.

We certainly appreciate your coming in. Before we get started, do you have any questions about the research we are conducting? As I said during our in-brief, information that you give us on your questionnaire and during this interview will be confidential, so I hope you will feel free to be forthright in responding to all of our questions.

How long have you been in this position?

Your Battalion

1. What type of contact or interactions take place between you and the Bn command team?

   Who do you interact with?

   How often do you interact?

2. Compared to other units you have been in, how effective do you find the communication between you and the Bn staff? Can you provide some examples?
   [Probe: How timely is the communication? Does it reach the appropriate individuals? How clear is the information?]
   How much authority do they delegate to you? How free do you feel to take risks?

3. How long has it taken you to become familiar with the Battalion's priorities? How long has it taken to develop effective working relationships with the Bn command group?

4. What type of information do you use to gauge how well your Bn is doing? (Probe for specific forms of measurement)

5. Based on all that you know about this Bn, how would you rate their current overall performance on a scale of 1-10: with 1 being the worst *[training, field artillery, armor, helicopter, or infantry]* battalion you have encountered and 10 being the best.

   What score would you give this unit? _____

   Can you tell me some of the specific things you based your rating on? (Probe as needed; after last probe, ask "Anything else?")

6. How does the shape of your Bn compare to other Battalions you've been in?

Army-wide

7. The Army is experimenting with having field grade officers serve for 24 months on a Battalion staff. If the Army were to mandate that the key Battalion staff positions (CDR, CSM, XO, [& S3]) were to be stabilized for a 24-month period and they were all to arrive at a unit together, what do you think the effects would be?

- What positive effects would 24-month stabilization have?

- What positive effects would transitioning all key positions at the same time have?

- What negative effects would it 24-month stabilization have?

- What negative effects would transitioning all key positions at the same time have?

8. I am going to list some areas, and, as I come to each one, tell me whether you think stabilization would make things better in that area, make things worse in that area, or have no effect. Okay, let's start with battalion performance. What do you believe the effect of stabilization would be – make things better, make things worse, or have no effect. **(Probe for explanation after each item.)**

(CIRCLE THE ANSWER GIVEN)

Effect on:	Make Things Better	Make Things Worse	Have No Effect
a. Battalion performance?	1	2	3
b. Officer careers?	1	2	3
c. Retention?	1	2	3
d. Battalion cohesion?	1	2	3
e. Your job as Co. _____ ?	1	2	3
f. Battalion readiness for wartime?	1	2	3
g. And lastly, its overall Army effect?	1	2	3

Give the Interview Supplement Now

We have some additional questions we would like to ask you. Please take a few minutes to fill these two sheets out. We'll be glad to answer any questions you have.

Are there any other questions you would like to ask or any other comments you would like to make? (RECORD COMMENTS--USING THE SPACE BELOW AND, IF NEEDED, THE OTHER SIDE OF THIS PAGE. THEN DISMISS THE INTERVIEWEE WITH THANKS.)

Appendix C-1

Supplemental Questionnaire: Phases 2 & 3

Battalion Stabilization

We would like to get your opinion on the effects of Battalion Stabilization. Please indicate how strongly you agree or disagree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree
1. Stabilization fosters job commitment rather than "ticket-punching...."	○	○	○	○	○
2. AAR (CTC's and other evaluations) recommendations are more likely to be implemented in stabilized battalions	○	○	○	○	○
3. Stabilization is a weak effect compared to the personality, skill, and experience of given XOs and S3s......................................	○	○	○	○	
4. Stabilization leads to stagnation and staff burnout..........................	○	○	○	○	○
5. Morale suffers because of inescapable personality conflicts..............	○	○	○	○	○
6. Stabilization prevents Majors from getting "plum assignments" (joint-service, brigade staff, special schools, etc.)............................	○	○	○	○	○
7. Longer tenure improves job performance...	○	○	○	○	○
8. Stabilization helps families by reducing PCS moves.........................	○	○	○	○	○
9. Stabilization hurts future battalion commanders by reducing the variety of their branch qualifying experiences...............................	○	○	○	○	○
10. Longer job tenure results in fewer new ideas (fresh blood)...............	○	○	○	○	○
11. Communications and working relationships within the command team is improved...	○	○	○	○	○
12. There is greater consistency in battalion SOPs and philosophy...........	○	○	○	○	○
13. Having fewer officers with battalion staff experience will hurt the Army as whole...	○	○	○	○	○
14. Longer service in XO and S3 positions increases job satisfaction of the individuals in those positions..	○	○	○	○	○
15. Turbulence at the company/battery level overwhelms any effects from stabilizing battalion staffs...	○	○	○	○	○

16. Which of the following best describes your current duty position?

○ Brigade Commander   ○ Battalion Commander   ○ Company Commander
○ Brigade XO   ○ Battalion XO   ○ Company 1SG
○ Brigade CSM   ○ Battalion CSM   ○ _____
○ Brigade S-1   ○ Battalion S-1
○ Brigade S-2   ○ Battalion S-2
○ Brigade S-3   ○ Battalion S-3
○ Brigade S-4   ○ Battalion S-4
○ _____   ○ _____

BRIGADE ① ② ③ ④ ⑤ ⑥ ⑦ ⑧   **BN** Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ

Appendix C-2

Supplemental Questionnaire: Addendum for Phase 4

Battalion Supplement

Battalion Command Team Transition

We would like to get your opinion on the issue of transitioning into key Battalion positions (Bn Cdr, CSM, XO, [and S3]). Keeping your current position in mind, please indicate how strongly you agree or disagree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. An overlap between an incoming member of a Bn command team and his/her predecessor makes transitioning smoother	○	○	○	○	○
2. I have really benefited from the "institutional knowledge" of command team members who got here before I did	○	○	○	○	○
3. Staggering the transition of the Bn command team members (as opposed to transitioning all at once) is beneficial for unit functioning	○	○	○	○	○
4. Having all members of a Bn command team (Bn Cdr, CSM, XO, [and S3]) assume leadership at the same time is beneficial for unit functioning	○	○	○	○	○
5. Lessons learned from the previous command team are a very useful source of information for transitioning into a new position	○	○	○	○	○

Keeping the first few months of your current position in mind, please respond to the following questions.

	Very Great Extent	Great Extent	Moderate Extent	Slight Extent	Not at All
6. During the first few months, to what extent was the information you received about your current job coming from:					
a. written documentation	○	○	○	○	○
b. face-to-face conversations	○	○	○	○	○
c. electronic communication (e.g., telephone conversations, e-mail correspondence)	○	○	○	○	○
7. During the first few months, to what extent was the really useful information for your current job coming from:					
a. written documentation	○	○	○	○	○
b. face-to-face conversations	○	○	○	○	○
c. electronic communication (e.g., telephone conversations, e-mail correspondence)	○	○	○	○	○
8. During the first few months, to what extent would you have preferred getting information about your current job from:					
a. written documentation	○	○	○	○	○
b. face-to-face conversations	○	○	○	○	○
c. electronic communication (e.g., telephone conversations, e-mail correspondence)	○	○	○	○	○

Appendix D
Leadership Style Scales

Fifty-three items adapted from the Multifactor Leadership Questionnaire (Bass & Avolio, 1996) comprise nine scales describing the leadership style of the command group. Respondents rated the items on a 5-point scale ranging from "not at all" to "frequently, if not always," indicating how often the command group does each item. Each of the nine scales is described below.

1. Idealized Attributes. Eight items measured the amount of respect, trust, and faith that existed among command group members. The reliability of this scale was .89. The scale was composed of items 9b, l, v, x, jj, pp, ss, and ww in the Battalion Survey located at Appendix A-1.

2. Idealized Behaviors. Eight items assessed whether the command group behaved as though it were committed to the battalion, the Army, and each other. The reliability of this scale was .82, and it included items 9a, d, n, ff, xx, yy, zz, and aaa in the Battalion Survey located at Appendix A-1.

3. Inspirational Motivation. Eight items described the degree to which the command group inspired and motivated others. This scale had a reliability of .93 and included items 9p, z, q, aa, jj, kk, rr, and tt in the Battalion Survey located at Appendix A-1.

4. Intellectual Stimulation. Six items measured how much the command group encouraged creative problem-solving and novel approaches. The scale's reliability was .84. It consisted of items 9h, r, bb, ii, ll, and uu in the Battalion Survey located at Appendix A-1.

5. Individual Consideration. Five items related to coaching and developing others; they were 9j, t, dd, nn, and vv in the Battalion Survey located at Appendix A-1. The reliability of this scale was .85.

6. Contingent Transactions. Three items gauged how frequently the command group set expectations, goals, and rewards: 9g, o, and y in the Battalion Survey located at Appendix A-1. This scale's reliability was .77.

7. Management-by-Exception – Active. Six items measured the prevalence with which the command group focuses attention on mistakes and correcting others. This scale had a reliability of .47 and was composed of items 9e, m, u, w, gg, and qq in the Battalion Survey located at Appendix A-1.

8. Management-by-Exception – Passive. Four items assessed the degree to which the command group followed the credo, "If it ain't broken, don't fix it." This scale had a reliability of .77 and included items 9c, k, ee, and oo, in the Battalion Survey located at Appendix A-1.

9. Laissez-Faire. Five items indicated how often the command group engaged in "avoidance" behaviors and delayed responses. The reliability of this scale was .90. It consisted of items 9f, i, s, cc, and mm in the Battalion Survey located at Appendix A-1.

Appendix E

Supplemental Questionnaire Items on Which A Majority (67% or more) of theTRADOC Respondents Held Similar Opinions

Supplemental Questionnaire Item	Respondent's Level	Agree %	Neutral %	Disagree %
Stabilization helps families by reducing PCS moves	BN *	90	0	10
	BDE **	80	10	10
	CO ***	90	5	5
Longer tenure improves job performance	BN	67	9	24
	BDE	70	20	10
	CO	74	16	10
There is greater consistency in BN SOPs & philosophy	BN	76	9	14
	CO	95	0	5
Morale suffers because of inescapable personality conflicts	BN	68	18	14
Communications & working relationships within the command team is improved	BDE	70	20	10
	CO	75	25	0
Stabilization fosters job commitment rather than "ticket-punching"	CO	75	20	5
Turbulence at the company/battery level overwhelms any effects from stabilizing BN staffs	BDE	30	0	70

*   BN (n=22)
**   BDE (n=10)
*** CO (n=20)

Appendix F

Sample Briefing

STABILIZATION OF BN COMMAND: A PRELIMINARY INVESTIGATION

Briefing

Dr. Sharon Ardison
Research Psychologist
U.S. Army Research Institute
(703) 617-0348/DSN 767-0348

Battalion Stabilization Assessment

Introduction

- **Issue:**

  CSA directed testing of the hypothesis that stabilizing the BN staff (CDR, XO, S3, and CSM) would improve BN performance. DCSPER approved ARI plan in June 1997.

- **Approach:**

  Case-based information from 7 DCSPER selected "stabilized" battalions and 7 ARI selected "non-stabilized" comparison battalions. Investigate effects of stabilization on individual and unit performance, job factors and team relations.

Battalion Stabilization Assessment

Overview of Findings

Results:

- Feasibility of Army-wide stabilization of battalion command staff is questionable. Only 6 of 7 BNs were initially stabilized; only 1 remained stabilized for the entire 2-year test period.

- No differences in outcome measures were observed between stabilized and non-stabilized BNs .

- When both stabilized and non-stabilized BNs were combined, longer tenure of battalion command team was associated with higher ratings (mostly self-ratings) of leadership skills/behaviors for the command team.

- Leader attitudes/opinions toward battalion stabilization were mixed.

  - Positive - Increases unit and individual job performance, commitment and satisfaction; improves team communication and work relations; allows for greater consistency in SOPs; and offers more opportunity to implement lessons learned.

  - Negative - Decreases morale if inescapable personality conflicts arise; leads to burnout or stagnation in some cases; difficult to implement Army-wide because of high BN OPTEMPO and PERSTEMPO.

Battalion Stabilization Assessment

Meaning of Stabilization for This Research

The Current System

Tenure of Key staff:

- BN Cmdr: 24 months
- CSM: 36 months
- XO: 12 months (Ave.)
- S-3: 12 months (Ave)

Time of arrival in the Unit: Staggered

The Planned Stabilization System

Tenure of Key staff:

- BN Cmdr: 24 months
- CSM: 36 months
- XO: 24 months
- S-3: 24 months (MTO&E only)

Time of arrival in the Unit: Together

Battalion Stabilization Assessment
A Preliminary Investigation

The Plan

- Seven Staff Stabilized Battalions, Each with a "Matched" Comparison Battalion
  - 3 FORSCOM units, 2 TRADOC units, & 2 USAREUR units

- Measure Near End of First Year, Mid-way in Second Year, End of Second Year, and After Staff PCS Out

- Focus on BN Staff

- What was measured?
  - Survey Data on Cohesion, Commitment, Leadership, Command Climate, etc.
  - Judgments of Staffs, Superiors, Subordinates (360 degree appraisals)
  - Time Together As Command Team

- Data Collection Plan
  - ARI/CAL Visit at Months 11, 17, 23, 29
  - Interview BDE, BN Cdrs, Staffs, CO Cdrs, Sr NCOs
  - Survey BDE, BN and CO Key Personnel

- Analyses
  - Interview Results: Good and Bad About Stabilizing for Army, for Officer Careers, etc.
  - 360° Appraisals
  - Four Briefings and a Final Report

- What Did It Cost?
  - $628,000 over 2 years

Battalion Stabilization Assessment

Data Collection

Phases of Investigation:

- Collect data at critical times

  -Phase 1 - 5/98 (most staff officers have same tenure)

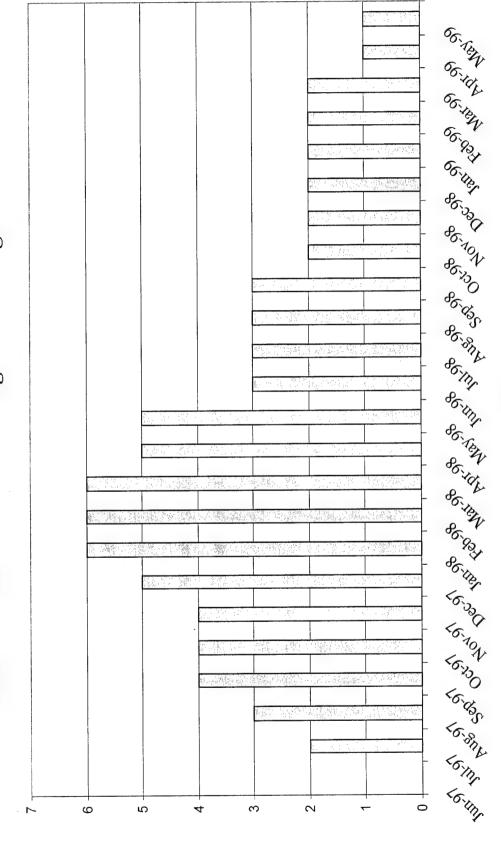 -Phase 2 - 11/98 (non-stabilized staff should have turned over)

  -Phase 3 - 5/99 (stabilized staff should have been on the job about 21 mos.)

  -Phase 4 - 10/99 (stabilized staff has now turned over)

- At each phase, BDE, BN, and CO staff completed questionnaires and interviews.

Battalion Stabilization Assessment

Status of Stabilized Units throughout Investigation

Number of Units Stabilized (y-axis)

Date (x-axis)

Battalion Stabilization Assessment

Stabilization Status and Data Collection during Study

Stabilized Unit	Start of Stab.	Notes	Data Collection Periods					
			Phase 1	Notes	Phase 2	Phase 3	Notes	Phase 4
Planned Schedule	6/97		5/98 – 11 mos.		11/98 – 17 mos.	5/99 – 23 mos.		10/99 – new team
TRADOC-1	7/97		5/98 – 10 mos.		11/98 – 16 mos.	5/99 – 22 mos.	6/99 CDR & XO left; 8/99 CSM left	9/99 – 1 mo.
TRADOC-2	8/97		5/98 – 9 mos.		10/98 – 14 mos.	4/99 – 20 mos.	4/99 units disbanded	No data
FORSCOM-1	1/98		5/98 – 4 mos.	9/98 new CSM arrived; 10/98 prior CSM retired	12/98 – 3 mos.	6/99 – 9 mos.	At NTC during data collection	No data
USAREUR-1	7/97	6/98 S3 moved to XO, new S3	8/98*		No data	No data		10/99*
USAREUR-2	9/97	6/98 XO left; 7/98 new XO arrived	9/98 – 2 mos.		No data	No data		10/99*
FORSCOM-2	12/97	4/98 BN CSM became BDE CSM	5/98 – No CSM	7/98 new CSM arrived	11/98 – 4 mos.	5/99 – 10 mos.		9/99 – 2 mos.
FORSCOM-0	Never started	3/98 Excused from study by DCSPER						

* Complete data sets could not be collected due to deployments.

Battalion Stabilization Assessment
Breakdown of Stabilization

Unit	When Destabilized	Why Destabilized
FORSCOM-0	Never stabilized 3/98	Excused from study by DCSPER
FORSCOM-2	4/98	BN CSM became BDE CSM (BRIGADE CDR decision)
USAREUR-1	6/98	XO transferred to a MACOM (DA, DMPM approved)
USAREUR-2	6/98	XO DA selectee for training with industry (DA, DMPM approved)
FORSCOM-1	10/98	CSM retired
TRADOC-2	4/99	Units disbanded for incoming troops
TRADOC-1	6/99	CDR & XO left (only unit to maintain 24 month stabilization)

Battalion Stabilization Assessment

Analyses

The stabilization time measure: **Months Together as a Team**

was investigated for correlation with the following outcome measures:

Measures of Individuals:

- Affective Commitment to the Military
- Affective Commitment to the BN
- Continuance Commitment
- Job Motivation
- Morale
- 360-Degree Leadership Assessment*

Measures of the BN Leader Team:

- Team Effectiveness
- Leadership Cohesion
- Command Group Coordination
- Vertical Influence Scale
- Leadership Style

Measures of the Battalion:

- Communication Scale
- Unit Pride Scale
- Combat Confidence
- Learning Climate
- Army Values
- Quality of Training
- Unit Training

Battalion Stabilization Assessment
Benefits of Stabilization

Significant Correlations between Time Indices and Leadership Ratings of FORSCOM and TRADOC Battalion Command Teams

Rating Scales of Leadership Skills and Behaviors	FORSCOM			TRADOC
	Bn Cmdr Months Team Together	XO Months Team Together	S3 Months Team Together	Bn Cmdr Months Team Together
Brigade-Level Ratings (N=8)*				
People-skills			.79	
Battalion-Level Ratings (N=14*/19)**				
Decision-making	.62	.65	.55	
People-skills	.64		.68	
Motivating	.61	.64	.72	.50
Communicating	.54			
Developing subordinates	.54	.54		
Building teams		.61		.50
Executing plans and missions		.58		.46
Planning and organizing		.73		
Assessing one's unit		.77		
Tactical skills			.62	
Technical skills				
Company-Level Ratings (N=14)*				
Executing plans and missions			.53	
Building teams			.53	

* FORSCOM

**TRADOC

Battalion Stabilization Assessment

Attitudes toward Battalion Stabilization

Effects of Stabilization on Individual, Team, Unit and Family in FORSCOM and TRADOC Units

Leader Attitudes and Opinions	FORSCOM			TRADOC		
	Bde	Bn	Co	Bde	Bn	Co
Stabilization helps families by reducing PCS moves	X	X	X	X	X	X
Longer tenure improves job performance	X		X	X	X	X
Stabilization leads to greater consistency in battalion SOPs	X	X	X		X	X
Stabilization fosters job commitment	X	X	X			X
Communication/working relationships improved in command team	X		X	X		X
Recommendations are more likely to be implemented in stabilized battalions	X	X	X			
Longer service as XO and S3 increases job satisfaction	X		X			
Morale suffers because of personality conflicts		X			X	
Disagreed that longer job tenure results in fewer new ideas			X			
Disagreed that stabilization leads to burnout			X			
Turbulence at the company/battery level overwhelms any effects from stabilizing battalion staffs				X		

Battalion Stabilization Assessment
Implications for Battalion Stabilization

Feasibility:

- Even with CSA direction and Army leadership approval, stabilization of BN command staff is difficult and is not easily implemented.

Desirability:

- Results revealed that longer tenure with team was associated with higher ratings of battalion staff leadership skills and behaviors - primarily small but significant gains in self-ratings of staff interpersonal skills and unit operations performance.

- Leader opinions suggested strong approval for stabilization, but identified negative factors. More time together as a team may lead to improved job and team performance, but conversely, may result in stagnation, burnout or discontent if work relations sour.